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ABSTRACT

The Cross-National Study of Coping Styles and Achievement was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic, social and vocational values in each country. The first two objectives were successfully met during the first two years of the study. A diversified battery was then developed for assessing these characteristics among children in the several countries. Volume II described results of applying that battery to 6,400 children in seven countries in 1965-1966. A revised battery was then applied to a new sample of 3,600 children in eight countries during 1968-1969: England; Italy; Japan; Mexico; West Germany; Chicago and Austin, Texas, U.S.A. This volume, the fifth of seven, reports the findings from the 1968-1969 sample and compares them with the findings from the 1965-1966 sample. A cross-national analysis describes those characteristics which showed unique national patterns. The final section of this volume discusses some major implications of the findings for educational and social practice. (Author/CJ)

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COPING STYLES AND ACHIEVEMENT: A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

Volume V of VII Volumes

A REPLICATION STUDY OF COPING PATTERNS IN EIGHT COUNTRIES

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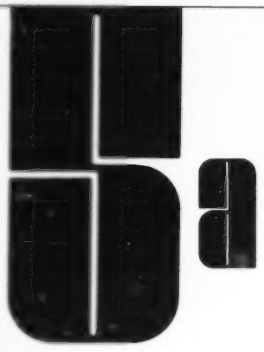

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DEDICATION

ALL OF US WISH TO DEDICATE THIS VOLUME TO THE MEMORY
OF
MARGARET MILLER

MARGARET WAS ONE OF THE LEADING CO-INVESTIGATORS FROM THE OUTSET OF THE STUDY, WORKING SIDE BY SIDE WITH KENNETH MILLER TO HELP US BUILD THE INSTRUMENTS, MANAGE THE ENGLISH RESEARCH OPERATION, AND WRITE MUCH OF THESE FINAL REPORTS. SHE CONTRIBUTED A GREAT DEAL OF CREATIVE, SAGE THOUGHT, IN PARTICULAR TO THE CREATION OF THE TWO PROJECTIVE INSTRUMENTS AND THEIR SCORING SYSTEMS.

HER UNTIMELY, UTTERLY UNEXPECTED DEMISE IN FEBRUARY, 1973, IS FELT MOST PROFOUNDLY BY HER HUSBAND AND CHILDREN; BUT WE ALL WILL SADLY MISS HER DEEP, WARM FRIENDLINESS. ALLIED WITH HER STURDY GOOD SENSE AND HUMOR, IT HELPED US THROUGH MANY A THICKET AND PAST SOME BLOCKS THAT LOOKED, FOR A TIME, LIKE HOPELESS IMPASSES. WE ARE SADDENED BY HER LOSS: GRATEFUL THAT WE HAD THE GREAT GOOD FORTUNE TO KNOW AND WORK WITH HER.

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COPING STYLES AND ACHIEVEMENT: A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

VOLUME V of VII VOLUMES
A REPLICATION STUDY OF COPING PATTERNS IN EIGHT COUNTRIES

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TEXAS EDUCATION AGENCY

Occupational Research and Development,
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FOREWORD

The very large, complex testing program required for the study, involving several thousand children in each country, could not have been carried out with the accuracy and completeness which were so vitally necessary, without the extremely hard, thoughtful, dedicated effort of the research staff in each of the participating centers. Thereafter, the development of truly uniform scoring systems for the many instruments and the actual scoring of thousands of protocols were also the product of these researchers, led by the principal investigators. It scarcely does justice to their conscientious, deeply insightful work merely to list their names. But that, at least, must be done, as a very small token of the gratitude each one of them so richly deserves. Station by station, here are the people who carried out the work of the study.

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When all of the data had been collected, scored, and transmitted to the central station in Austin, several years were required to carry out the data processing and the unprecedentedly large-scale statistical analyses. Various vicissitudes, such as periodic, major breakdowns in the computer facilities, and human errors which required redoing of some large analyses, delayed completion beyond the expiration date of the original grant. At this point, Dr. Gary Borich volunteered to see through to completion all of the analyses of Stage I data which were needed for Volumes II, IV, and VI of this series of reports. Thanks to his research acumen, his statistical sophistication and his managerial skills, all of these analyses have finally been completed, fully and correctly. John Sheffield did the computer programming and carried out the final data processing for the regression analyses reported in Volume V.

The basic computer programs for all of these analyses were originally designed by Dr. Donald Veldman of The University of Texas at Austin, who gave invaluable advice at many stages throughout the study. Dr. Veldman also took complete charge of the Analysis of Variance analyses of the Stage III data reported in Volume V.

A large share of gratitude is due to Mrs. Mary Purcell, Mrs. Hazel Witzke, and Miss Linda Flowers, for their expert help in the preparation of the final manuscrips for these reports.

Although they are named in the list of staff members in the Austin station, special recognition must be given to Elaine Michelis and Elma Frieling. Mrs. Michelis worked on the study from its beginning in 1965 until its completion in 1972. She was primarily responsible for developing the objectified scoring systems for both the Sentence Completion and the Story Completion instruments, throughout their intricate evolutions. She also wrote substantial parts of the final manuscripts. Mrs. Frieling has served as executive secretary to the project for its final two years, meticulously organizing the literally thousands of details which had to be brought together and kept together in order to bring the project to a successful completion.

To Dr. Oliver Bown, my partner of many years and co-director with me of the Research and Development Center for Teacher Education, I owe a great debt of gratitude for the many months, over these seven years, when he has single-handedly managed the R & D Center at those times when I had to be abroad, working with my colleagues in this international study.

All of us feel a deep gratitude to Dr. Alice Scates of the U.S. Office of Education for her original encouragement and the continuing, wise guidance she has given us over the years. Similarly, we are intensely grateful for the unflaggingly patient, understanding help given by Dr. Clay Brittain, Dr. Judith Weinstein, Dr. Susan Klein and Dr. Laurence Goebel, the officers in charge of the project for the U.S. Office of Education. Dr. John R. Guemple and Dr. Oscar Millican of the Texas Education Agency gave indispensable support in the final phase of the project. Without their help, these volumes of reports could not have been produced. The most literal debts of all are owed to the Congress of the United Stages, to the Research Division of the Vocational Education Branch of the U.S. Office of Education, and to the Texas Education Agency, for providing the financial support without which this study could not have been carried out.

Robert Peck
Austin, Texas
March, 1973

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SECTION II

FINDINGS: INTRACOUNTRY REPORTS

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1973

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

ABSTRACT

A Replication Study of Coping Patterns in Eight Countries

The Cross-National Study of Coping Styles and Achievement was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic performance, skill in coping with major problems of living, vocational aspirations, and career-centered values, in each country. The first two objectives were successfully met during the first two years of the study. A universally acceptable definition was evolved which describes the attitudinal and behavioral components of effective coping behavior. A diversified battery was then developed for assessing these characteristics in a variety of ways, and for assessing the aspirations, the career values and the performance of children in the several countries.

Volume II of the final reports described the results of applying that initial assessment battery to 6,400 children in seven countries in 1965-1966. Experience with this testing led, as anticipated, to a clarification of the conceptual system for describing coping behavior, to modifications in many of the instruments, and to the design of two new self-report instruments embodying the refined coping theory. This revised battery was then applied to a new sample of 3,600 children in eight countries during 1968-1969: Sao Paulo, Brazil; London, England; Milan, Italy; Tokyo, Japan; Mexico City, Mexico; Hannover, Heidelberg, and Koblenz, West Germany; two communities in the metropolitan Chicago area, U.S.A.; Austin, Texas, U.S.A.; and Ljubljana, Yugoslavia. Each local sample was equally divided into age groups of ten and fourteen years; the two sexes; and two socioeconomic status groups, upper-middle class and skilled working class (upper-lower).

The present volume, the fifth of seven, reports the findings from the 1968-1969 sample (Stage III) and compares them with the findings from the 1965-1966 sample (Stage I). Thus, the present volume describes those characteristics which were found to be stable across time, in two different samples.

Some of the comparisons involve measuring scales which were identical in the two batteries. Others involve scales where the precise method of measurement differed somewhat in the two assessment batteries; in the latter case, comparisons are drawn in terms of comparable constructs, with attention to any differences in the way those constructs were measured.

Each country's findings are given first. A description of the distinctive characteristics of each of the nine sub-samples is followed by the correlation of the coping measures with one another, with the career value and career aspiration measures, and with several independent measures of coping performance. A cross-national analysis then describes those characteristics which showed unique national patterns (an empirical representation of some facets of "national character," it might be said). Finally, those characteristics are described where age or sex or socioeconomic status proved to interact significantly with nationality in producing group differences, or even to completely override national differences.

The final section of this volume discusses some major implications of the findings for educational and social practice, as well as implications for our theories about value formation, career development, and the nature of effective coping behavior.

SECTION I

OVERVIEW

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1973

SECTION I

OVERVIEW

INTRODUCTION

This Cross-National Study of Coping Styles and Achievement had several objectives, arranged in a sequential order. The first aim was to develop, if possible, a conceptual system for describing effective coping behavior which would be acceptable in a variety of cultures, although allowing for cultural variation in the definition of what constitutes effective coping. If such a conceptual system could be achieved, the next intent was to develop operational measures of coping style and coping effectiveness which would be uniformly applicable in the varied cultures. If success could be achieved in this second step, the next step would be to apply such measures to appropriate samples of children in each society, along with independent measures of academic performance and skill in coping with interpersonal relations, relationships with authority, the handling of aggressive behavior from other people, and the handling of feelings of anxiety. Additionally, the coping measures would be compared to measures of vocational aspiration and to measures of the rewards which young people seek in their future careers.

Stage I of the study built an initial conceptual system, designed instruments and applied them to a stratified sample of children in seven countries.

In Stage II, interviews were conducted with the parents of ten per cent of the children tested in Stage I (Stage III, in the case of Germany, which did not collect data in Stage I). This was an effort to identify patterns of family experience which might have influenced the way the children learned to cope with problems.

In Stage III of the study, refined conceptualizations and instruments were developed out of the experience gained in Stage I. These were applied to a new sample of children, in eight countries, in 1968-70, both to test the revised system and to determine what patterns of coping behavior were stably observable in the two different samples, thus permitting sound generalizations about age, sex, class, and cultural patterns of coping behavior.

The findings of the study are reported in seven volumes, as follows:

Volume I The Conceptual System, the Instrumentation and the Design of the Study

Volume II Cultural Patterns of Coping: The Findings from A Study of 6,400 Children in Seven Countries

Volume III Parental Views of Themselves and Their Children In Eight Countries

Volume IV Family Antecedents of Coping Behavior in Eight Countries

Volume V A Replication Study of Coping Patterns in Eight Countries

Volume VI Relationships of Values, Aspirations and Coping Skills to Achievement in Eight Countries

Volume VII The Coping Patterns of Minority Groups, and Acculturative Trends in Migrants from Three Societies

THE ORGANIZATION OF THE RESEARCH

The way in which the study was organized and conducted may have been unique. At the time the study was launched, at least, and for a study of this size and complexity, the organizational strategy was a rather radical innovation. The plan was a reaction against the familiar "colonial" model, whereby most of the conceptual design and instrumentation are worked out by an investigator in a single country, with collaborators in other countries simply enlisted to carry out the data collection, and with the initiator usually retaining final control over the analysis and interpretation of the data. Instead, the study was planned as a democratic collaboration, with every collaborator having an equal voice in deciding the design, the instrumentation, the execution, and the interpretation of the research.

The initial idea for the study did occur in one place, of course. It grew out of a complex of studies at The University of Texas involving the identification and measurement of significant aspects of positive mental health, particularly as this related to the education of teachers. In the late 1950's Dr. Robert Peck, who had led these studies, also began collaborating with Dr. Rogelio Diaz-Guerrero of the National University of Mexico in a series of pilot studies of culture-typed value systems, with particular attention to values affecting interpersonal competence.

To begin the new study, Peck first secured a small grant from the U.S. Office of Education to hold an exploratory conference of behavioral scientists from a number of diverse cultures. Dr. Robert Havighurst of The University of Chicago was invited to host this conference; and he, in turn, invoked the aid of Dr. Robert Hess who managed the arrangements for the conference, held in February, 1964.

Peck and Havighurst selected a list of distinguished behavioral scientists who seemed likely to be interested in conducting a collaborative study on the general topic of coping effectiveness, its development, and its relationship to academic and vocational performance. Those invited to the initial conference included Dr. Arrigo Angelini from the University of Sao Paulo, Brazil; Dr. Marcello Cesa-Bianchi from the University of Milan, Italy: and Dr. Ursula Lehr from the University of Bonn, West Germany. All three of these scholars had collaborated on previous research with Havighurst. Diaz-Guerrero of The University of Mexico, who had collaborated with Peck for several years, was also invited.

Two other groups of scientists were invited and met in separate subgroups during the conference to explore the possibilities of two other research plans. One of these materialized into a study led by Hess on the political socialization of children in a number of countries.

The working group that explored the possibility of research on coping effectiveness developed active enthusiasm for the idea. They also welcomed the idea that the entire design and execution of the project should be a collaborative undertaking, from the beginning. This meant not only that the conceptualization and instrument development would be jointly decided by all members of the international team, but that the execution of the research in each country would be carried out by the team in that country, with its own subcontract for its share of the research and its own discretionary use of the funds allotted to it.

During the meeting, considerable headway was made in discussing the general strategy and specific instrumentation for such a study. A number of the approaches suggested in the initial working paper for the conference were adopted. A number of additional kinds of instruments were either nominated or foreshadowed for development in the near future. By the close of the meeting, the group authorized Peck to draw up a detailed research proposal for submission to the U.S. Office of Education. The group also agreed to carry on several pilot studies over the next year, using their own resources.

A detailed research design was drawn up at Austin, circulated to all members of the group and the final plan was approved for funding, beginning in July, 1965. During that year, pilot data had been collected in a number of countries, including a preliminary form of a Story Completion instrument. Reports on these pilot data were presented and discussed at the Inter-American Society of Psychology Congress in Miami, Florida, in December, 1964, with followup correspondence in the succeeding months.

Once funding had been secured, the first step was to hold a two-week, international conference at The University of Texas in August, 1965. During this relatively brief period, the sampling design was

worked out in final detail. Each of the instruments described in the proposal was prepared in complete, final detail, translated on the spot into each of the national languages represented on the team, and cross-checked repeatedly for the exact semantic equivalence of each item. Scoring systems were settled upon for many of the instruments. Furthermore, provisional systems for coding the projective instruments were worked out by a sub-committee and reviewed by the complete international team. Thus, by the close of the conference, each team had participated in developing a single, uniform research plan, including the sampling methods to be used and the instruments to be applied. A good deal of correspondence was necessary over the following year in order to work out final details of the coding and scaling systems for the projective instruments, but the basic direction that would take was clear at the end of the first international conference. All instruments were back-translated into English by skilled linguists who did not see the original English version. This was the chief check on the semantic equivalence of the instruments in all languages.

Between the time of the 1964 conference and the 1965 conference, Dr. Kenneth Miller, then at The University of London, joined the research team to add an English center to the network. Immediately following the 1965 conference, according to a plan which he had proposed earlier and which had been ratified by the other members of the team, Peck went to Japan to enlist the National Institute for Educational Research as a collaborative partner in the network. This was accomplished in October, 1965. During this same time, Dr. Leon Zorman and Dr. Ivan Tolicic of The University of Ljubljana, Yugoslavia had learned about the study from the German collaborators and had inquired whether they would be welcome as an additional member of the network. They were enthusiastically invited to join and subsequently carried out the entire study, completely out of their own resources. As it happened, there were obstacles in the way of German participation which developed during 1965. Consequently, the Germans did not participate in the first stage of the study; but they rejoined the network for the second and third stages, as is reported in Volumes III and IV, and in this volume, carrying out their phase of the study with financial support from their own country.

INSTRUMENT BUILDING AND DATA COLLECTION

From late 1968 through 1969 the data were collected which form the basis for this volume. A cross-national sample of more than 3,600 children was tested. Four hundred children were assessed in each of nine urban centers: Sao Paulo, Brazil; London, England; Hannover, Heidelberg, and Koblenz, West Germany; Milan, Italy; Tokyo, Japan; Mexico City, Mexico; two communities in the metropolitan area of Chicago, Illinois, U.S.A.; Austin, Texas, U.S.A.; and Ljubljana, Yugoslavia. More than a thousand children were initially tested in each country, in

order to obtain final samples which met the rigorous restrictions of age and socioeconomic status. The children in each place were equally divided by age (ten and fourteen years), by sex, and by socioeconomic status -- upper-middle class and skilled working (upper-lower) class.

In the first stage of the study, reported in Volume II, two interwoven sets of operations were carried out. The first was the application of the assessment battery to a stratified sample of school children, in order to test a large number of hypotheses about relationships among age, sex, socioeconomic status and national culture, on the one hand, and characteristics of aptitude, school achievement, vocational aspirations, vocational values, and coping styles, on the other. The second aspect of Stage I was an inductive, theory-building and instrument-building operation. New, exploratory data were gathered, showing children's spontaneous responses to a series of problem situations -- the Story Completion and Sentence Completion instruments. The objectives were to discover the major steps in problem solving -- that is, coping behavior; to develop and refine operational measures of these coping style dimensions; and to devise something which did not exist at that time: an objective, reliable system for coding the nature and sequence of the behavioral steps which make up each different pattern of response to a life problem.

A concept system for defining coping styles, acceptable to all countries, was evolved by August, 1967. Work on this system had begun in 1964 and proceeded with the analysis of early pilot forms of the instruments in 1964 and 1965. As soon as the data from the Stage I Sentence Completion and Story Completion instruments began to come in, during 1966, work began on various ways of evaluating these data. At first, a rating approach was used; but serious problems of cross-cultural equivalence in judgmental ratings were soon encountered. At the international work conference in London in August, 1966, a logic system was developed for applying a detailed response-coding system to the data. The systems for the two instruments were subsequently developed at the Austin station, tried out in each country, revised, tried again, and revised again. By February, 1968, three things had been accomplished. First, as adequate and reliable a coding system had been evolved for the Stage I edition of the instruments as the limitations of those instruments permitted. In addition, a set of evaluative scales was developed, measuring the major dimensions in the coping style theory which had evolved out of the analysis of the children's responses to the problems. These scales were defined in terms of objectively identified response patterns in the coding dictionary, thus leaving no room for ambiguity or cultural bias. Third, improved test items were constructed and pilot tested, in preparation for Stage III of the study.

These aims were successfully pursued, to the point where a theoretical system was evolved and was embodied in a reliable behavior-coding system. Application of this coding to the Sentence Completion and Story Completion instruments used in Stage I identified many specific ways in which those instruments needed to be revised and improved in order to permit more accurate, complete testing of the coping style theory. During 1966-1968, in a series of international conferences, revised forms of these two instruments were pilot tested, and improved coding systems were developed.

At the outset of the study, Peck had recommended the development of one or more self-report instruments by which people at any age could describe their own view of what constitutes effective coping. Such instruments could be used for self-descriptive purposes, perhaps with some degree of validity; but, more important, this would provide an objective way of finding out what kinds of behavior are positively and negatively valued -- that is, what coping styles are publicly preferred -- by people of any given nationality, age, sex, or social position.

The research team developed one such instrument for Stage I, called the Social Attitudes Inventory. Actual use of this instrument, however, indicated two major limitations. Its design did not require an affirmative choice of one alternative response to each item, so that total scores could, and did, vary unpredictably. This appeared, for example, in a systematic tendency for Japanese children to answer fewer items then children in other countries. Secondly, a complex set of choices was called for, on each item, which appeared to confuse many children, particularly at the younger ages. Consequently, this instrument was abandoned. An entirely new and different instrument was constructed for use in Stage III which, somewhat confusingly, was given the same name: Social Attitudes Inventory. Both the items and the scoring system were entirely different from those used in Stage I in the earlier questionnaire of that name.

An entirely new instrument, the Views of Life questionnaire, was also developed. The inductive analysis of the Stage I Story Completion data led to the identification of major steps in the problem-solving process which thereafter defined the descriptive "coping style" dimensions used in scoring the Stage III projective instruments. Peck designed a set of forced-choice items describing these dimensions which would be used in a questionnaire. He also added items representing dimensions such as "locus of control," which other recent research had found significant for academic achievement. Diaz-Guerrero designed an additional set of items, representing numerous socio-cultural premises which his, and others', earlier research suggested might be cultural differentiators; notably, several facets of activity-passivity as a major element of coping style.

The total pool of items was administered to sizable pilot samples of high school and college students in Mexico and the United States, and to smaller samples in other countries. Successive analyses of these data finally led to a set of factorially-distinct items, defining twenty different aspects of coping style. The details of this instrument-development process are described in Volume I, in the Views of Life chapter. The effect (most firmly demonstrated by the correlation findings in Volume VI) was to arrive at an objectively scorable questionnaire which met the original hope of the project for an economical, objective way to identify patterns of coping-style preferences which may distinguish members of different cultures and sub-cultures.

By the summer of 1968 a second-generation battery of instruments was ready for experimental application to a new sample of children. The results of that subsequent testing, Stage III of the study, are reported here in Volume V of this series. The revised assessment battery used in Stage III included the following instruments: a demographic questionnaire; the Raven Progressive Matrices, selected as the closest thing to a culture-free measure of intellectual aptitude as exists; standardized tests of achievement in mathematics and reading, selected according to existing school practice and the best available instruments in each country; a revised set of ten Behavior Rating Scales (BRS) (scored for positive nominations, only) which incorporated several of the coping style dimensions identified by the analysis of the Stage I projective data; an Occupational Interest Inventory, including questions about aspirations and expectations for future careers; an Occupational Values Inventory, derived from earlier research by Dr. Donald Super and from research at The University of Texas; a Social Attitudes Inventory, entirely different from the questionnaire that was called by that name in Stage I -- in its new form it asked children to select self-descriptive items that told whether they coped effectively or ineffectively with problems in the five areas of behavior; Views of Life, a questionnaire that measures preference for twenty factorially distinct dimensions of coping style (The Views of Life questionnaire was given to both ten- and fourteen-year-olds in Yugoslavia; and to fourteen-year-olds, only, in all other countries except Germany, where it was not used); a slightly revised Sentence Completion instrument, aimed at eliciting both attitudinal and behavioral aspects of coping behavior, with a scoring system substantially revised from Stage I to embody the dimensions of coping identified in the work from 1965 to 1968; and a revised Story Completion instrument, designed to elicit the steps and sequence of actions which different children use in responding to problems of task achievement, interpersonal relations, relationships with authority, aggressive behavior from other people, and feelings of anxiety (three of the Stage I stories were retained and four new ones were added; the scoring system was more fully elaborated, as well).

Testing began in November, 1968. The data collection in most countries was largely completed by the fall of 1969. The local scoring of all instruments was finished in each country by late 1970.

The present report contains the findings from the Stage III research on a new sample of children using the revised assessment battery. Two kinds of analyses were performed. The first was an analysis of variance of the mean scores of all sub-samples in the total research population, on the more than 100 variables measured by the assessment battery. This made it possible to describe the pattern of aspirations, attitudes and behavior of the children in each national sample, and in each of the eight subgroups within that sample. A second analysis of variance was then performed, comparing all of the national samples with one another. This made it possible to identify a number of transcultural "universals" which appeared to operate everywhere; and it also identified a large number of ways in which children systematically differed according to their age, their sex, their socioeconomic status of their national culture.

The second form of analysis was correlational. Characteristics of aptitude, aspirations, career values, attitudes and coping behavior were correlated with several independent measures of performance in academic work and in dealing with the other four kinds of life problems. Subsequently regression analyses were performed in order to make it possible to determine cultural similarities and differences in the attitudes, values, and coping styles which were significantly related to performance in each country. These analyses are reported in Volume VI.

In this present volume, all of the findings about the children in each country are presented first, country by country. Using the results of the analysis of variance of mean scores, each of the nine sub-samples in the country is described. Significant age, socioeconomic status and sex differences are described, in that order. The confirmation or refutation which these findings provide for some of the original hypotheses of the study are then presented. The final part of each intra-country report describes the results of the correlational analyses. After the reports of the findings for the individual countries, come the results of the inter-country analysis of variance of mean scores across all national samples.

In each section of the report, the findings from the Stage III sample are directly compared with the findings from the same, or analogous instruments in Stage I.

The decision was made to use univariate rather than multivariate analyses, for a combination of scientific and practical reasons. Although all of the principal investigators had a thorough command of sophisticated statistical techniques, they also had experienced

repeated difficulties in communicating to educational or lay audiences whenever they used anything more than simple descriptions of single dimensions. Reporting the results of multivariate analyses often left the audience unable to trace back the complexly composed outcome measures to their sources in the original instruments. In this regard, the willingness of school officials to permit special testing sometimes depended on the face validity they perceived in the test instruments. Such practical considerations weighed heavily in a number of places in the research network.

A number of multivariate analyses were performed, of course, in the process of developing and refining various instruments. The Behavior Rating Scales were factor analyzed, for example, as were successive item pools used in developing the Views of Life questionnaire, for Stage III. In these and other such analyses, substantial national or sub-cultural differences were repeatedly found in the way different groups of children associated items into factorially "sample" clusters. Thus, even though each separate idea contained in a test item was similarly understood by all children, the way in which they put several ideas together into a pattern varied from one cultural group to another. In such instances, it simply was not valid to derive a factor score and use it to compare children from different samples, as if this nicely simplified, economical score had the same meaning to the different groups of children. (The Views of Life scores are the only exception; they are factor scores, invariant across cultures.)

Thus, for a combination of theoretical and practical reasons, univariate analyses form the basis for this report. A number of multivariate analyses can be carried out subsequently, it is hoped, including multiple linear regression analyses; but the sheer number of variables exceeds the practical limits of such statistical models, except for some selected, small sub-sets of variables.

SECTION II

FINDINGS: INTRACOUNTRY REPORTS

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1973

ANOVA OF MEANS
SUBGROUP DESCRIPTIONS

BRAZILIAN TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

The Aptitude scores carried by these boys did not differ from the other subgroups in Stage III being ranked sixth in Stage I. The Achievement measures - Reading and GPA - didn't reveal significant differences in both Stage I and Stage III. These boys stood in eighth place in Stage III on Mathematics, not differing significantly in Stage I.

Behavior Rating Scales

These boys did not differentiate significantly from any other group in the majority of the items of BRS in both stages. In fact, the ten-year-old upper-lower-class boys did not differentiate significantly from any other group in both Stages I and III variables.

However, in Stage I, these boys' self-evaluation was in first place in the variables: Task Achievement (Academic and Non-Academic), Authority and IPR relations, Anxiety, Self-Assertion, and Summary Score. They were in second place on Coping with Aggression.

Occupational Values

In Stage III, as in Stage I, there were no significant differences among the eight subgroups of subjects considered in this research, regarding feeling good when doing the job well, and when doing different things in the job. For this reason the values Self-Satisfaction and Variety were omitted in the description of Brazilian data of the eight subgroups in relation to Occupational Values.

The group now considered, received in both Stage I and Stage III significantly low mean scores on Altruism and Independence (eighth, both times) and significantly high mean scores on Prestige (first and second, respectively).

Findings observed in Stage III, but not in Stage I, were the significantly high scores for this group on Management (first) and Follow Father (third). Significant findings in Stage I which were not replicated in Stage III included the high mean scores on Esthetics (second) and Economic Returns (first), as well as the low mean scores on Success (seventh) and Associates (eighth).

Turning now to the intragroup ranking of values these boys ranked highest (compared to their ranking of other values) in Stage I and

Stage III the values Prestige and Success. They ranked relatively low the value Management in Stage I and Esthetics in Stage III.

Occupational Interest Inventory

In both stages this group showed very similar scores regarding the discrepancy between Father's Occupation and Children's Aspiration. While in Stage I this group ranked third; in Stage III it ranked second. In both cases such discrepancy indicated that the children aspired to higher level occupations than their fathers, which is not surprising since these fathers had low level occupations.

In Stage III this group differed significantly from other groups in the discrepancy between Children's Occupational Expectancies and Aspirations, showing the small difference between these variables. This means that such subjects hope to perform in the future the occupations which they actually like.

In Stage I this group ranked seventh in Children's Occupational Expectancies while in Stage III it didn't differ significantly from other groups. It is interesting to point out that, in absolute numbers, the Stage III subjects showed higher occupational expectancies than the Stage I subjects.

Educational Aspiration

In both stages these boys ranked seventh. However, this low ranking doesn't mean that these subjects don't aspire to higher academic levels. This is due to the fact that all groups ranked above average and, among such high scores, this group was one of the lowest.

Social Attitudes Inventory

It is not possible to make comparisons between Stage I and Stage III findings for this instrument, since not only was the instrument completely revised, but also the scoring and scaling systems generated different variables, thus Stage III results only will be reported.

The only significant Stage III finding involved the area of Interpersonal Relations where these boys received the lowest score, indicating that they perceived themselves as not good copers in this area.

Sentence Completion

For the Task Achievement scales, this group did not differ significantly from other groups on any of the scales in Stage III. This result was almost true in Stage I, when this group of boys differed

from other groups only on Frequency of Positive Affect. In Stage I they were the last ones in this scale.

In the area of Interpersonal Relations there were no similarities in the findings for this group between Stages I and III. In Stage III this group differed significantly from other groups only in Attitude scale, where they received the highest score. In Stage I this group received the lowest score on Coping Effectiveness, the second highest on Frequency of Negative Affect and the seventh place on Frequency of Neutral Affect.

In the area of Authority there were similarities in the findings for this group between Stages I and III on Stance: in both Stages they were the lowest group in this scale.

In Stage III they were significantly different from other groups on Attitude scale, where they received the highest score. In Stage I they were significantly low on Frequency of Positive Affect (eighth place).

In the area of Anxiety there were no findings similar in Stages I and III. Also, the group did not differ significantly from other groups on any of the Stage III variables. In Stage I they received the third score on Engagement.

In the area of Aggression there were no findings similar in Stages I and III.

In Stage III they were significantly different from other groups on Engagement (second highest) and on Aid/Advice (highest score).

In Stage I they received low scores (seventh in both cases) on Stance and Coping Effectiveness.

As far as the Sentence Completion Total Scores are concerned, there were no similarities in the findings between Stages I and III. In Stage III this group was significantly different in Attitude (highest score) and Stance (lowest score) from other groups. In Stage I, they differed significantly on Frequency of Positive Affect, where they obtained the lowest score among groups.

For the Parent/Child Interaction items there were no similarities in the findings for this group of boys. In Stage III they didn't differ significantly from other groups on this variable. In Stage I, they received the second highest score on Interaction with Parents.

As far as Mother and Father Interaction items are concerned, this group of boys did not differ significantly from other groups in either Stage I or Stage III.

In the area of Self-Concept they were the seventh lowest in Stage I and did not differ from other groups in Stage III.

Story Completion

As a result of the revision of the instrument along with its scoring and scaling systems only a few comparisons between Stages I and III findings were possible. In the Stage I we had only mean scores for Stance, Engagement, Initiation, Implementation, Affect, Persistence (Instrumentality in Stage III), Sociability and Attitude toward Authority. In Stage III the results were scored for all these aspects except the last two; and other dimensions were introduced into the scoring system. In Stage I there was a scoring system for all stories only for Coping Effectiveness. In Stage III the findings were scored for each story through several aspects. These facts made possible only a few comparisons.

Considering the Mean Coping Effectiveness, the findings of the two stages were similar, that is, the boys of this group did not differ significantly from any other group in this dimension. When each story was considered the results presented differences. In Stage III this group did not differ significantly from any other on any of the stories, but in Stage I they received the lowest Coping Effectiveness rating in Aggression.

In the Coping Style dimensions, it should be pointed out first that on Initiation and on Instrumentality the results were similar, and in both cases this group did not differ from the others.

Considering the Mean Stance dimension, this group ranked first in Stage III, and this result was significantly different from the others. The same result appeared in relation to Mean Engagement. In other mean results for the aspects considered only in Stage III this group presented only two significant differences from the other groups: Mean Outcome and Mean Response Length. In the first case they ranked highest and in the second they ranked second lowest.

Considering the results of each story, in Stage III there were significant differences in the scores of this group from all other groups in all stories, but the most consistent result was in relation to Response Length. On all the stories this group presented significant differences from the others. For Stories One, Four, Five, Six and Seven they ranked second lowest and on Stories Two and Three they scored sixth. For Story Two, involving Interpersonal Relations, this group stood first on Engagement and eighth on Evaluation of Outcome. For Story Four they stood second lowest on Total Affect, that is, when the affect presented by the hero and by the others was considered together, and lowest on Negative Affect presented by the Hero. For Story Five, which concerns Classroom Authority, these boys received the highest scores on Stance and on Engagement.

There was only one significant difference in mean scores in Stage I that didn't appear in Stage III. That was the case for the Total Score for Implementation, where these subjects stood lowest.

Interpretive Comments

Generally speaking, results obtained by this group of boys in all instruments were low, mainly on Coping Effectiveness, Frequency of Neutral Affect and Frequency of Positive Affect in the instruments that measured these variables and in several dimensions of this research.

In Stage I, more than in Stage III, they differed significantly from other groups and many times in the non-expected direction. Children of both sexes of this age and lower social class generally obtained lower results in the present research. As we explained earlier, cultural deprivation may be the main cause of this fact. The same didn't occur at the fourteen-year-old level, because it seems that lower-class children who attain high school have better general conditions of life than those who don't attain this educational level.

Their Aptitude score was low in Stage I, and their Achievement score in Mathematics was the lowest one in Stage III. Perhaps this result is due to the fact that in Stage I the Mathematics test didn't discriminate among cells as it was too easy. In Stage III the test used was more difficult and discriminated better among the subjects, the subjects of this group being the less able.

In Educational Aspiration they were the lowest ones among groups, although these results don't mean that they did not aspire to high academic levels; they aspired less than other groups, except girls of the same age and socioeconomic level. One possible explanation for this result is the relative lack of information about educational opportunities among children of this age and lower social class.

Occupational Interests are similar in both stages; this stability of results between stages may be partially explained by the fact that the evaluation of this instrument deals with an objective data (father's occupational level) and a relative stable choice of high occupational levels by children.

Results of occupational expectancies were different in both stages. Whereas this group obtained the second lowest result among groups in Stage I, they did not differ significantly from other groups in Stage III, but it is important to note that significant differences disappeared in Stage III, because their occupational expectancies became higher in Stage III and similar to the other cells. In absolute numbers, their increased occupational expectancies may be explained by the increase of educational opportunities in our country in recent years.

On the Occupational Values instrument results were basically similar in both stages. The fact that they aspire Prestige and Success was explained in Stage I. The decrease on Esthetics in Stage III could be explained by the fact that, in Brazil, subjects understood that to be an artist means to be a singer and when the data of Stage I were collected young singers and young musical movements were in evidence more than in the last two years.

Sentence Completion and Story Completion results were very different in both stages, and we do not know how to explain this fact. These boys were the lowest ones on Response Length in Story Completion, which indicates their low ability of verbal communication or their low persistence, which could explain their low results in general.

BRAZILIAN TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls received low Aptitude scores, being ranked eighth in both Stages I and III. This is also true for Reading where they ranked eighth and seventh, respectively.

Regarding Mathematics this group was seventh in Stage III and did not differ from the other groups in Stage I.

Behavior Rating Scales

The girls of this group did not differentiate significantly from any other group in the items of Peers' Behavior Rating Scales, in both stages of the research. In fact, these girls' responses did not differentiate significantly from any other group on any of the two stages' BRS variables.

Occupational Values

In both Stage I and Stage III, these girls were placed first on Esthetics and eighth on Success. They received in Stage III, but not in Stage I, a significantly low mean score on Independence (sixth). Significant findings in Stage I, which were not replicated in Stage III, included the first place on Management and Intrinsic Values, and the eighth place on Creativity.

Regarding the intragroup ranking of values, these girls ranked the values of Intellectual Stimulation and Self-Satisfaction highest in both stages. They ranked the values Follow Father and Management lowest in both stages.

Occupational Interest Inventory

The findings of this group were similar in both stages in the variables Children's Occupational Expectancies and Aspirations (eighth), Father's Occupation and Children's Occupational Aspiration (fourth).

Educational Aspiration

In both Stages I and III this group ranked eighth.

Social Attitudes Inventory

As mentioned before, only Stage III results can be reported on this variable.

Two significant findings were observed in this group, involving the area of Authority (scored highest) and Anxiety (lowest). This means that this group considered themselves as good copers in the area of Authority and poor copers in the area of Anxiety.

Sentence Completion

For the Task Achievement scales, there were no similarities in the findings for this group between Stages I and III. In Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I, they received the lowest scores on Stance, Engagement, Coping (eighth in all cases) and on Frequency of Negative Affect they received first among all groups.

In the area of Interpersonal Relations there were no similarities in the findings for this group between Stages I and III. In Stage III this group differed significantly from other groups on Coping Effectiveness, Neutral Affect (eighth place in both cases), and Depressive Affect (first place). In Stage I, this group received the highest score on Frequency of Positive Affect and the seventh place on Stance.

Again, there were no similarities in the findings for this group between Stages I and III when Authority scales were considered. In Stage III, these girls differed significantly from other groups on Attitude (second highest), Hostile Affect (eighth place) and Depressive Affect (first score among groups). In Stage I they didn't differ significantly from other groups on any variable in this area.

In the area of Anxiety there were similarities in the findings between Stages I and III in the following variables: Stance, Coping Effectiveness, Frequency of Neutral Affect (eighth in all cases) and Frequency of Negative (Depressive) Affect (first place in both cases). In Stage III they ranked second on Attitude toward Anxiety and seventh in Positive Affect. In Stage I they received the first score on Attitude, which could be considered similar to Stage III, and the lowest score on Engagement.

In the area of Aggression there was a similarity in the findings between Stages I and III on Frequency of Negative (Depressive) Affect (first place among groups).

In Stage III they received the first score on Stance and Engagement and the second place on Aid/Advice (scale absent in Stage I). In Stage I they got the lowest scores on Coping and Frequency of Neutral Affect.

In the area of Total Scores, there were similarities in the results obtained by this group in the following variables: Attitude (first place in Stage I and second in Stage III), Stance (seventh in Stage III and eighth in Stage I), Coping Effectiveness (eighth in both stages), Negative Affect (first in both Stages) and Frequency of Neutral Affect (eighth in both stages). In Stage III this group received the lowest score on Aid/Advice. In Stage I they received the lowest score on Engagement.

On Parent-Child Interaction items there were no similarities in the findings of Stages I and III. In Stage III they received the highest scores on Parent-Child Interaction.

In Stage I they did not differ significantly from other groups.

On the Self-Image item the results were different in Stages I and III. Whereas they didn't differ from other groups in Stage III, they received the lowest score in Stage I.

Reality/Fantasy

There were no significant differences on Reality/Fantasy in either Stage I or Stage III.

Story Completion

Considering the Mean Coping Effectiveness the findings of the two stages didn't present differences, because in both cases this group didn't differ significantly from the others. When each story was considered, the results showed only some differences. In Stage III on Non-Academic Task Achievement (Story Seven) this group stood lowest on Coping Effectiveness and that was the unique significant result for this behavioral dimension, when each story was considered. On the other hand, in the Stage I this group received the highest Coping Effectiveness ratings on Coping with Authority (Story Two) and in Academic Task Achievement (Story One).

Turning to the Coping Style dimensions it must be said that the two stages presented similar results in relation to Engagement, Initiation, Implementation and Persistence in that they didn't differ from other groups in either study. In Stage III the only mean score where this group was significantly different from the others was on Mean Total Affect of Hero Plus Others where they stood second highest.

It should be remembered that this mean score was measured only for Stage III.

Only a few significant differences involving this group were observed for the first time in Stage III, when each story was considered. On Stories One and Three this group did not differ from the other groups on any one of the dimensions. On Story Two, concerning Interpersonal Relations, this group stood first on Positive Affect Expressed by the Hero and second on Total Affect of Hero Plus Others. On Story Four, which was concerned with Anxiety, the only dimension where this group significantly differed from the others was on Negative Affect Expressed by the Hero (second place). Considering Classroom Authority (Story Five) this group differed from the others on Outcome only, where they received the lowest score. On Story Six (Anxiety) they differed from the other groups on three dimensions: Stance, Engagement and Outcome. In Stance and Outcome they stood first, and were second highest on Engagement. On Story Seven, involving the Non-Academic Task Achievement, this group's results were the most consistent. In almost all items considered they received the lowest score. That occurred in relation to Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Outcome, Coping Effectiveness and Instrumentality. In this story these subjects received the highest score on Negative Affect Expressed by the Hero and on the Total Affect (Hero Plus Others).

There were four significant differences in Coping Style dimensions observed in Stage I, not replicated in Stage III. They were Stance (highest rank), Affect Tone Second, where the group received the lowest score, Attitude toward Authority (highest score) and Sociability, where they ranked eighth. It should be remembered that except for Stance these total scores were measured only in Stage I.

Interpretive Comments

The low scores obtained by this group on Aptitude and Achievement tests, in both Stages I and III, indicate a poor academic achievement, perhaps due to the fact that these girls are culturally deprived and our schools are more adequate for children from higher social groups. In fact, there is a close accordance between the Aptitude and Achievement standings, mainly in Stage III where this group ranked seventh on Mathematics and Reading and eighth on Aptitude. The interpretation of these findings on ground Sex and Socioeconomic characteristics, suggested in Stage I, still seems appropriate since during the time interval between test administrations fundamental changes didn't occur in the Brazilian educational system.

The fact that this group didn't differ from other groups on any of the BRS variables in both stages shows that this group continues to evaluate their peers in a relatively inconsistent way.

In Occupational Interest values the highest score on Esthetics (ranking replicated in both analyses) is unexpected, since this class seems to give less importance to the esthetic aspects of life. Identical rankings obtained in Stages I and III seem to support the interpretation proposed in Stage I, that is, there was a poor comprehension of the situations and values involved in the item. It is possible that when they read the item dealing with musicians and artists, they recalled their favorite popular singers, who most frequently rise rapidly in social status, as a consequence of great economic returns. Regarding other values the Stage III findings are more in accordance with Brazilian cultural premises than those in Stage I: low mean scores on Independence and Management (ranked first in Stage I). The lowest score on Success (replicated in both stages) is in accordance with Brazilian cultural premises, too.

Also regarding Occupational Aspirations, Expectations and Educational Aspirations, low rankings in both Stages I and III are consonant with Brazilian cultural premises. Thus, occupational instruments seem to have evaluated adequately values and interests associated with occupations, at least for this group.

The SAI scores showed that these girls consider themselves as good copers in the area of Authority and poor copers in the area of Anxiety. These findings are not surprising since in this social level the authority power is positively evaluated, which is especially true for girls.

The scores that showed more discrepancies between Stages I and III were the Sentence Completion ones. There were no similarities on five variables (Task Achievement, IPR, Authority, Parent-Child Interaction and Self-Image) and only partial similarities on two variables (Anxiety and Total Scores). Explanations for these discrepancies are not readily available, since a majority ot items and the evaluation system changed very little in Stage III.

There were few significant differences between Stages I and III on Story Completion. This finding is surprising since the stories were modified and the scoring and scaling systems changed extensively.

BRAZILIAN TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

The findings concerning Aptitude scores of this group in Stage I were not replicated in Stage III. In the first one they ranked second highest and In Stage III they did not differ from the other groups.

Regarding the Reading scores this group didn't differ in Stage I and ranked third in Stage III.

Behavior Rating Scales

The boys of this group presented the same BRS results in both stages on the following variables: Interpersonal Relations, Anxiety and Aggression.

This group did not differentiate significantly from any other group in any of the Stage III BRS variables. But in Stage I this was the group which was evaluated lowest by its classmates in Academic Task Achievement, Behavior in Relation to Authority, Self-Assertion and Summary Score.

Occupational Values

In both Stages I and III these boys received high mean scores on Follow Father (first) and low mean scores on Independence (seventh), Intrinsic Value (eighth) and Associates (seventh and eighth, respectively).

Findings observed in Stage III, but not in Stage I, were the significantly high scores for this group on Economic Returns, Extrinsic Values and Prestige, all ranking first, as well as low mean scores on Surroundings (eighth). Significant findings in Stage I, which were not replicated in Stage III, was the eighth place on Management.

Turning to the intragroup ranking of values, these boys ranked high in both stages on Success and, in Stage III only, on Prestige. The values Management and Esthetics were ranked relatively low in both Stages I and III.

Occupational Interest Inventory

The following results were replicated in both Stages I and III: Children's Occupational Expectancies (second), discrepancy between Father's Occupation and Child's Occupational Aspiration (sixth).

In both stages such subjects showed high occupational expectancies and small differences between Father's Occupation and Children's Occupational Aspiration. These findings are not surprising since the subjects are upper-middle boys.

In Occupational Aspirations there were results in Stage I which were not replicated in Stage III. While in Stage I these subjects ranked second, in Stage III subjects didn't differ from other groups. However, the difference in absolute numbers, 1.40 and 1.46 respectively, was very small, indicating in both cases high occupational aspirations.

Social Attitudes Inventory

The only significant finding in this group was the one involving the area of Anxiety, where they received the highest score, indicating that they perceived themselves as poor copers in this area.

Educational Aspiration

These boys ranked consistently high in both Stages I and III (second and third, respectively), indicating high educational aspirations.

Sentence Completion

In the area of Task Achievement, there were no similarities in the findings for this group between Stages I and III. In Stage III they didn't differ from other groups on any variable in this area. In Stage I they receivedthe highest score on Engagement.

In the area of Interpersonal Relations, again there were no similarities between results from Stages I and III. In Stage III this group didn't differ significantly from other groups.

In Stage I they received the lowest score on Engagement and the second lowest score on Coping Effectiveness.

As far as Authority is concerned, there were two similarities in the results of both stages. In Stage III this group of boys received the third highest score on Attitude, just as in Stage I they received the highest score on Attitude. In Stage III they were second lowest on Stance; they had been second lowest in Stage I.

In the area of Anxiety there were no similarities in the results of Stages I and III. In Stage III they were the second lowest in Coping Effectiveness among groups and the lowest on Frequency of Positive Affect.

In Stage I they received the second highest score on Stance and Frequency of Neutral Affect, the highest score on Engagement and the second lowest on Frequency of Negative Affect.

Similarly, in the area of Aggression, there were no similarities between the results of Stages I and III.

In Stage III this group didn't differ significantly from other groups. In Stage I they obtained the lowest scores on Stance and Engagement dimensions.

A similar pattern was observed for the Sentence Completion Total Scores. In Stage III this group of boys didn't differ from other groups, whereas in Stage I they got the second highest score on Attitude Total Score.

For the Parent-Child Interaction some results were similar in both Stages. They got the highest score on Father Interaction in Stages I and III. In Stage III they obtained the highest score on Mother Interaction. In Stage I they received the highest score on Parent's Interaction. There was no significant difference from other groups in both Stages on the Self-Image item.

Story Completion

Concerning the Coping Effectiveness ratings for the stories which are identical or similar in both stages of the research, there were similar results in almost all mean scores. However, they did receive the highest in Stage III on Story Three (Aggression). In Stage I they scored highest on Non-Academic Task Achievement, lowest on Academic Task Achievement and second lowest on Aggression. That is, in almost all aspects these subjects did not differ from the others in both stages.

In Stage III the only Coping Style mean scores where they differed significantly from the others was on Evaluation of Outcome and Instrumentality, where they ranked in eighth place on both but did not differ from the others in Stage I.

Turning now to Coping Style dimensions it should be pointed out that there was no difference between the findings of Stage I and Stage III in the dimensions that were scaled in both stages. In most cases the group did not differ from the others, but in the dimensions scored only for Stage III this group stood seven on Mean Total Affect (Hero and Others) and received the lowest score on Evaluation of Outcome and Instrumentality. In Stage I they were first on Affect Associated with the Problem.

Several significant differences involving this group were observed for the first time in Stage III when each story was considered. One consistent finding involved Response Length, where this group differed significantly from the others, ranking eighth in all the stories. For Story Two, involving Interpersonal Relations, this group stood first on Coping Effectiveness and eighth on Total Affect of Hero Plus Others.

On Peer Aggression (Story Three) they received the lowest score on Aid/Advice and on Instrumentality. On Story Four involving Anxiety this group received sixth rank on Negative Affect Expressed by the Hero. For Story Six this group scored eighth on Evaluation of Outcome and on Instrumentality and second lowest on Negative Affect Expressed

by the Hero. In the last story involving Non-Academic Task Achievement they ranked eighth on Total Affect (Hero Plus Others).

There was one difference on the aspects scored only for Stage I. It occurred on the scale of Affect Tone First, where they ranked first.

Interpretive Comments

This group didn't differ from the other groups on Aptitude. The same finding is true for Achievement. In fact, except for Reading (third in Stage III), this group didn't differ from the other groups in Mathematics and GPA.

A close identification with the father as well as the fact that their fathers have high socioeconomic status seem to explain the strongest results on Follow Father in both analyses. However, the first ranking on Economic Returns in Stage III cannot be readily explained, since these boys don't have economic problems. Still, in Stage III the highest ranking on Extrinsic Values is also surprising, because in our culture an overt concern with materialistic aspects of life is not positively valued.

The findings of Occupational Interest are in line with expectancies in both Stages I and III, that is, this group has high occupational expectancies and a low discrepancy between Father's Occupation and Child's Occupational Aspiration.

This high standing in occupational expectancy is associated with a high level in educational aspiration, in both Stages. Such results are readily explained as a function of the higher social class of these subjects, where high educational and occupational status are sources of prestige.

On SAI scores this group showed poor coping toward anxiety situations. This finding is in line with the Sentence Completion one.

On Sentence Completion several discrepancies between the two Stages occurred, except in the Parent-Child Interaction area where some results were similar. In the remaining areas there were no similarities between results from Stages I and III. Explanations for such discrepancies are not readily available, since the items and evaluation system changed very little.

Contrary to this, on Story Completion there were more similarities than on Sentence Completion. In almost all aspects these subjects didn't differ in both Stages on Coping Effectiveness mean scores, although some significant differences had occurred when each story was considered. Such discrepancies between the two projective instruments are very difficult to explain, since while the stories had been

modified and the scoring and scaling system had been extensively changed, the Sentence Completion instrument had changed very little.

BRAZILIAN TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The highest scores obtained by these girls in Stage I on the Raven Aptitude Test and Reading were not replicated in Stage III where this group did not differ significantly from the other groups. An inverse trend was observed on the Math scores. These girls ranked second in Stage III and did not differ from the other groups in Stage I.

Behavior Rating Scales

The girls of this group presented the same BRS result in both stages on Interpersonal Relations variables only. In this case they didn't present results that differentiated significantly from the other groups.

In Stage III this group did not differentiate significantly from any other group on any of the Stage III BRS variables.

However, in Stage I these girls were the ones who had been evaluated as the best by their classmates, being placed first in Task Achievement, Coping with Authority, Self-Assertion, Coping with Aggression and Peer's BRS summary.

Occupational Values

In both stages these girls received significantly low scores on Security (eighth). They received in Stage III but not in Stage I significantly high mean scores on Follow Father (second).

Significant findings in Stage I, which were not replicated in Stage III, included the low mean scores on Success (sixth), Economic Returns (eighth) and Extrinsic Values (eighth).

Referring to the intragroup ranking of values, these girls ranked highest in Stage I and Stage III the values Associates, Intellectual Stimulation, Self-Satisfaction and Success. They ranked relatively low in both stages the value Management, but the lowest value in Stage III was Esthetics, while in Stage I this value was the third lowest after Management and Follow Father.

Occupational Interest Inventory

In both Stages I and III on Child's Aspiration they ranked second lowest. On Discrepancy between Father's Occupation and Child's Aspiration they ranked eighth.

Educational Aspiration

The results of Stage I were replicated in Stage III. They ranked sixth.

Social Attitudes Inventory

No significant findings were observed in this group for this instrument.

Sentence Completion

For the Task Achievement scales this group of girls didn't differ from others in both Stages I and III.

In the Interpersonal Relations area there were no findings which were similar in both Stages I and III.

In Stage III they received the second highest score on Attitude.

In Stage I they attained the lowest score among groups on Stance and Frequency of Neutral Affect and the highest score on Frequency of Negative Affect.

In the area of Authority there were no similarities in the findings for this group between Stages I and III. Again, in Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I this group received the highest score on Engagement and the second lowest on Coping Effectiveness toward Authority.

In the area of Anxiety this group of girls did not differ significantly from other groups in both Stages I and III.

In the area of Aggression there were no similarities in the findings between Stages I and III. In Stage III they received the third highest score on Engagement. In Stage I they ranked sixth on Stance.

As far as the Total Scores are concerned, there were no similarities in findings between Stages I and III. In Stage III these girls did not differ from other groups on any of the variables. In Stage I they were the second lowest on Stance and Coping Effectiveness.

For the Parent-Child Interaction items there were no similarities in the findings between Stages I and III. In Stage III there were no significant differences involving this group for any of the variables. In Stage I they differed significantly on Self-Image, where they received the second highest score; on Parent's Interaction, where they got the third highest score;and on Father Interaction, where they attained the second highest place.

On Reality/Fantasy there were no significant differences in Stage III. In Stage I these girls ranked second.

Story Completion

On the overall Coping Effectiveness ratings there were similar findings in both stages, because this group did not differ from the others in Stage I and Stage III. The only Coping Effectiveness finding for individual stories that was significantly different from the other groups occurred in Stage III in relation to Anxiety on Story Four where they ranked first.

On the other Coping dimensions scored in both stages systems of evaluating the findings were very similar with no significant differences involving this group. The only significant difference involving mean scores for this group occurred in Stage III where they were third lowest in Mean Response Length.

Several significant differences involving this group were observed in the scoring of each story for Stage III. Of all the significant results the most consistent for this group was the Response Length, where it stood second lowest on Stories Two and Three and in sixth place on Stories Four, Five and Six. On Academic Task Achievement (Story One) this group received the highest score on Engagement. On Story Two concerning Interpersonal Relations this group stood eighth on Negative Affect Expressed by the Hero and second lowest on Total Affect (Hero plus Others). Considering Peer Aggression (Story Three) they received the lowest score on Evaluation of Outcome. For Story Four involving Anxiety they scored highest on Engagement, Outcome and Positive Affect Presented by the Hero. In this same story they ranked seventh on Negative Affect Expressed by the Hero. On the Non-Academic Task Achievement (Story Seven) this group stood eighth on Evaluation of Outcome.

There were no significant differences in Coping Style dimensions observed in Stage I that didn't appear in Stage III.

Interpretive Comments

Although in Stage III these girls ranked higher on Mathematics scores than in Stage I, the findings regarding Aptitude and Achievement

presented a picture less favorable to this group in Stage III, than in Stage I (first rank on Raven and Reading). The same occurred in relation to the BRS variables when these girls ranked first in Stage I on Task Achievement, Self-Assertion, Coping with Aggression, Coping with Authority and Peer's BRS summary, while in Stage III this group didn't differ significantly from the other groups on any BRS variables. Perhaps the differences regarding Achievement tests may be explained as a function of different teachers or different teaching methods in both stages. However, in relation to Aptitude the differences between stages are more difficult to explain since fundamental changes in Brazilian upper-middle class didn't occur during the administration intervals. Regarding BRS variables the different findings could be explained as a result of changes in the instruments used in Stages I and III.

It is interesting to note the great similarity between findings of both stages regarding Occupational Interest. Educational Aspiration and Occupational Values instruments which show that the variables evaluated by these instruments remained stable for this group during the administration intervals.

The same cannot be said about Sentence and Story Completion, where there were fewer similarities between Stages I and III. Regarding Sentence Completion, there were no similarities in the findings for this group in the Interpersonal Relations, Authority, Aggression, Total Scores and Parent-Child Interaction areas. Concerning Story Completion, there were very similar findings between stages on Overall and Individual Coping Effectiveness and several significant differences involving this group in the scoring of each story for Stage III. In general, there were more similarities between stages in Story Completion than in Sentence Completion.

BRAZILIAN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

The Aptitude scores and Math scores did not differ from the other groups in both Stages I and III. In the case of the Reading scores, a significant difference (sixth place) was observed in Stage III but not in Stage I. The GPA ranked eighth in Stage I, but this finding was not replicated in Stage III.

Behavior Rating Scales

These subjects did not present any pattern of response that could differentiate this group in both stages. In both stages this group did not differentiate significantly from any other group on any of the Stage I and Stage III BRS variables. Actually they ranked almost exactly in the middle all items in both stages.

Occupational Values

In this group the only value which received a significantly high mean score (first place) was Security in both Stages I and III. Findings observed in Stage III but not in Stage I were the significantly low scores on Follow Father (sixth) and on Intellectual Stimulation (eighth). Several significant findings in Stage I which were not replicated in Stage III included the high mean scores on Success (first), Creativity (first) and Extrinsic Values (first) as well as the low mean score for this group on Esthetics (eighth).

Turning over to the intragroup ranking of values, these boys ranked highest in both stages the value Success. They ranked relatively low the values Esthetics, Management and Follow Father in both stages.

Occupational Interest Inventory

These boys showed the higher result in both Stages I and III in the discrepancy between Father's Occupation and Children's Occupational Aspiration. Considering that such subjects are lower class ones this finding is not surprising.

Two significant differences involving this group were observed for the first time in Stage III. This group ranked second in Occupational Aspiration and showed the highest difference between Occupational Aspiration and Expectation.

Educational Aspiration

These boys didn't differ significantly from other groups on this variable in either Stage I or Stage III.

Social Attitudes Inventory

These boys scored low on the areas of Aggression and IPR indicating that they perceived themselves as poor copers, but their scores did not differ enough from the other groups to be statistically significant in their deviance.

Views of Life

Before considering each group separately, those aspects that are similar in all four groups will be considered.

In the Brazilian sample there were no significant differences among the four groups in the following variables: Locus of Control, Academic Locus of Control, Immediate/Delayed, Rate of Action, Intrinsic/Extrinsic, Task Achievement, Interpersonal Relations, Confront/Avoid,

Self-Initiation/Other Initiation, Instrument/Fantasy, Control/Expressivity and Acceptance and Views of Life.

These boys ranked highest in Action/Inaction and Positve/Negative Self-Concept, second in Total Scores, and lowest in Independent/Interdependent, Earned Status/Bestowed Status and Activity/Passivity Under Stress.

Sentence Completion

In the area of Task Achievement there were no similarities between Stages I and III. In Stage III this group of youngsters received the highest score on Attitude. In Stage I they differed significantly on Stance, Coping and Frequency of Neutral Affect where they received the highest score and on Frequency of Negative Affect where they got the lowest place.

For Interpersonal Realtions area there were no similarities between Stages I and III. In Stage III this group differed significantly from other groups on Frequency of Depressive Affect only where they got the seventh score. In Stage I they received the highest score on Stance, Engagement, Coping and Frequency of Neutral Affect and the lowest score on Frequency of Negative Affect.

In the area of Authority there were some similarities in both Stages I and III where they received the highest score on Coping Effectiveness.

In Stage III they also received the highest score on Engagement and the second highest score on Stance.

In Stage I they received the second highest score on Frequency of Neutral Affect and the second lowest score on Frequency of Negative Affect.

In the area of Anxiety this group received the highest score on Stance in both Stages I and III.

In Stage III they got the first place on Attitude, Engagement, Aid/Advice; the second highest score on Coping Effectiveness and the seventh score on Depressive Affect.

In Stage I they received the second highest score on Engagement, the highest one on Coping Effectiveness and Frequency of Neutral Affect and the lowest score on Frequency of Negative Affect. These results are, in some manner, consonant with those of Stage III.

In the area of Aggression there were no similarities in the findings between Stages I and III. In Stage III, this group didn't differ significantly from other groups for any of the variables. In Stage I

they received the second highest scores on Stance, Coping Effectiveness and Frequency of Neutral Affect, and the second lowest score on Frequency of Negative Affect.

In the Total Scores' results there were similarities in the findings between Stages I and III. This group of boys got the highest score on Engagement and Coping Effectiveness in both stages.

In Stage III they received the second highest score on Stance, the highest score on Aid/Advice, the second lowest on Depressive Affect and the second highest on Neutral Affect.

These results are similar to those found in Stage I, where they received the highest score on Stance and Frequency of Neutral Affect, and the lowest score on Frequency of Negative Affect.

For the Parent/Child Interaction items, this group did not differ significantly from other groups on any of the items, in both stages I and III.

In Stage III these boys received the second lowest score on Reality/Fantasy.

Story Completion

On the Coping Effectiveness ratings for the stories which are identical or similar in Stages I and III, when we considered the Overall Coping Effectiveness score and the Individual Coping Effectiveness scores, the results were very similar. There was only one exception in the case of Individual Coping Effectiveness, where this group ranked eighth in relation to Nonacademic Task Achievement (Story Six) in Stage I.

On the Mean Coping Style dimensions scaled in both stages the findings were similar on Stance and Implementation where this group did not differ from the others in either stage. But on other dimensions there were no similar findings. In relation to the Mean Engagement, this group received the second highest score and so differed significantly from the other groups in Stage III. These boys differed significantly from other groups on Mean Initiation (Stage III). They also differed significantly on Initiation and Instrumentality, as they received the highest score of all groups on both dimensions.

There were significant differences involving this group in Stage III when the results of each story were evaluated, but except for Negative Affect the findings were not very systematic or consistent. On Story One concerning Academic Task Achievement, they received lowest score on Negative Affect Expressed by the Hero. They did not differ from the other groups on Story Two which was concerned with Interpersonal Relations. For Story Three concerning Peer Aggression, this group stood

first on Aid/Advice and on Instrumentality but stood eighth on Positive Affect Presented by the Hero. For Story Four (Anxiety) they differed significantly from the other subjects on Initiation, on Negative Affect Expressed by the Hero and on Total Affect (Hero Plus Others). On each of these dimensions they ranked first. The only item where there was a significant difference for Story Five, which concerns Classroom Authority, was the Positive Affect Expressed by the Hero, where this group received the lowest score. In Story Six (Aggression) this group differed significantly from the others, scoring highest on Engagement and on Initiation. In this same story they differed also from the others on Negative Affect Expressed by the Hero where they presented the second highest score.

In the last story (Non-Academic Task Achievement) they differed significantly from the other groups on Negative Affect Expressed by the Hero, where they received the lowest score.

There were no other significant differences observed in Stage I, but not in Stage III.

Interpretive Comments

The analysis of the results of this group showed a lack of agreement between Stage I and Stage III in most of the dimensions measured by the several instruments. This happened on Aptitude and Achievement scores, GPA, BRS, Educational Aspirations. The strong results from the Occupational Values Inventory showing a consistently high score (first place) on Security in both Stages I and III and the intragroup ranking of values showing a first place for Success, indicate that these boys are concerned with the guarantee of a future occupation and to ascend in life.

Although these boys indicate high occupational aspirations, they didn't believe they could actually perform their preferred occupations in the future. This result shows a very realistic conception about the possibilities of the social rising through high level occupations.

In most areas of the Sentence Completion a lack of agreement was observed between Stage I and Stage III. This happened in relation to Task Achievement, Interpersonal Relations, Aggression and on Parent-Child Interaction items.

This group showed a consistent result of good coping with Authority as well as in the area of Anxiety and in the Total Scores' results. The Story Completion instrument revealed consistent results, indicating that U.L. Brazilian boys cope adequately with problems regarding relationships with Authority and Anxiety and present less frequently negative affect in their projections showing themselves as a group with a good adjustment in the emotional aspect.

These results are corroborated by some of the results on Story Completion when they showed themselves as good copers in Authority and Anxiety, although the results on affect are contradictory, not permitting any conclusion.

BRAZILIAN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls scored low on Reading in both Stage I and Stage III, being ranked in seventh and eighth, respectively. Regarding the other instruments, the findings were very different in Stage I and Stage III. In Math and GPA this group was ranked first in Stage III and didn't differ significantly from the others in Stage I.

On the other hand, the Aptitude scores discriminated this group (seventh place) in Stage I but not in Stage III.

Behavior Rating Scales

There was no pattern of differences in the responses of this group in both Stages I and III of the research. These subjects as a group did not differentiate significantly from any other group on any of the two stages in the variables of the BRS.

Occupational Values

In both Stages I and III this group showed significantly higher results on Success (third and first, respectively) and low results on Follow Father (eighth). Significant findings in Stage III which were not observed in Stage I were high mean scores on Altruism (first), Independence (third) and Surroundings (first).

In Stage III, also, this group received a significantly low mean score on Prestige (seventh) which was not observed in Stage I. On the other hand, these girls showed a significantly high mean score on Associates (second) in Stage I which was not replicated in Stage III.

Speaking of the intragroup ranking of values, these girls ranked highest the value Success and lowest the value Follow Father in both stages.

Occupational Interest Inventory

This group showed very similar scores in Stages I and III on the variable Discrepancy between Father's Occupation and Child's Occupational Aspiration (second and third, respectively).

In Stage III this group ranked seventh in Occupational Expectation, while in Stage I it didn't differ from the other groups in this variable. Such results corroborate the female results at ten years showing a lower level of the occupational expectancies of the lower-class female subjects.

There were no significant differences in Stage I that were not replicated in Stage III.

Educational Aspiration

These girls did not differ significantly from other groups on this variable in either Stage I or Stage III.

Social Attitudes Inventory

Two findings were observed in Stage III for this group involving the areas of Aggression and Total Scores, where they scored highest. This means that these girls perceived themselves as good copers in social attitudes in general and in the area of Aggression specifically.

Views of Life

This group ranked first in three variables: Competition/Cooperation, Self-Solver/Other Solver and Self-Joint/Implementation. In Independent/Interdependent and Total Scores these subjects ranked third.

Sentence Completion

In the area of Task Achievement, there were no similarities between findings in both Stages I and III. In fact, these girls didn't differ significantly from other groups on any of the Stage III variables in this area. In Stage I they differed from other groups on Attitude only, where they received the highest score.

In the Interpersonal Relations area there were no findings which were similar in both stages. In Stage III they differed from other groups on Frequency of Depressive Affect where they received the second highest score. In Stage I they received the lowest score on Frequency of Positive Affect.

In the Authority area they received the lowest score on Frequency of Neutral Affect in both stages. In Stage III they were also the sixth on Attitude toward Authority. In Stage I they received the highest scores on Frequency of Negative Affect and Frequency of Positive Affect.

In the area of Anxiety there were no similarities in the findings between Stages I and III. In Stage III they received the lowest score

on Engagement and Aid/Advice and the second highest score on Frequency of Depressive Affect. In Stage I they differed from other groups on Engagement only, where they received the sixth score.

As far as the Aggression area is concerned, there were no similarities between Stages I and III. In Stage III they differed from other groups on Engagement and Aid/Advice, where they received the sixth and seventh scores, respectively. In Stage I they got the second highest on Frequency of Negative Affect and the second lowest on Frequency of Neutral Affect among the eight groups.

For the Total Scores the results were the same for Stages I and III. These girls received the second highest score on Frequency of Negative Affect (Depressive Affect in Stage III) and the seventh place on Frequency of Neutral Affect among the eight groups.

For the Parent-Child Interaction items there were no similarities in both stages. In Stage III this group didn't differ from the others in any of the items. In Stage I they received the lowest score on Interaction with Parents and the lowest score on Interaction with Father.

This group also received the lowest score on Reality/Fantasy in both Stages I and III.

Story Completion

A similar pattern was observed for Story Completion findings in Stage I and Stage III on Coping Effectiveness ratings for individual stories and for the Overall Evaluation. In all the cases except one the subjects of this group did not differ from the others. The only exception took place in Stage I in relation to Aggression where this group stood first.

On the other dimensions of Coping behavior scored in both stages there were no significant differences to be considered involving this group. But for the mean scores used only in Stage III this group presented some significant differences. They significantly differ from the others in relation to Evaluation of Outcome, where they ranked first. Thus, it is possible to consider that they presented a more positive evaluation of the end of stories. For Mean Response Length they presented on the overall a very good position. They stood second highest, being surpassed only by the fourteen-year-old upper-middle-class females. In the behavioral area involving affect, this group presented a Mean Total Affect (Hero Plus Others) that was significantly higher than all the other groups. The same result was found for this group on Positive Affect Expressed by the Hero. In Stage I only this group differed from other groups on Affect Expressed in Conjunction with the Problem where they received the lowest score.

Significant differences involving this group were also observed in aspects scored only in Stage III for each story. One consistent finding involved Response Length. This group differed significantly from other groups on all stories, generally ranking either first or second. So it is easy to understand the result on the Mean Response Length score. These girls' responses to the story stem presented more words than did the other groups except the fourteen-year-old upper-middle-class females. For Story Two concerning Interpersonal Relations, this group stood first on Outcome and on Evaluation of Outcome. On the story involving Aggression this group stood first on Evaluation of Outcome and on Positive Affect Expressed by the Hero.

On Story Four where the focus was Anxiety, this group stood third on Negative Affect Expressed by the Hero and second on Total Affect Expressed by the Hero and the other persons of the story. In relation to the story designed to study the subjects' responses to Classroom Authority, these girls received the highest score on Outcome and on Positive Affect Expressed by the Hero. On Story Six (Anxiety) they received the highest score on Negative Affect Expressed by the Hero, Total Affect (Hero Plus Others) and Instrumentality. On the last story, which involved Non-Academic Task Achievement, this group stood first on Stance, Engagement and Evaluation of Outcome.

There was only one significant difference in Stage I not observed in Stage III. It was in relation to Affect expressed at the beginning of the story, where this group stood eighth,but this aspect was not scored in the last stage of the research, so the comparison was not possible.

Interpretive Comments

The comparisons between both stages concerning the Aptitude measures showed a consistently low result for these girls in relation to Reading, but in relation to Mathematics and Aptitude the results were very different in both stages. The results concerning Reading could be considered in accord with the skill the subjects of this group usually present. To account for the fact that they didn't present a consistent behavior there was the possibility of slight changes in the make-up of the samples between Stage I and Stage III. Another explanation could be the difference of teachers and methods of teaching used by those teachers.

This group did not differentiate on BRS and on Educational Aspiration and this can be explained in terms of a consistent evaluation of these subjects by their peers and a stability of their Educational Aspirations.

On the Occupational Values the results were consistent in both stages only on Success and Follow Father. This could be explained in terms of their motivation, the low occupational status of their fathers and their female sex.

The results of Occupational Interest showed a consistent result in both stages in relation to Father's Occupation and Child's Occupational Aspiration, but not in relation to Occupational Expectation. This result was in accord with the above expressed consideration about Father's Occupation. The high result in relation to Child's Aspiration showed that they do not have a very realistic view of the actual possibilities concerning their educational aspirations.

In relation to Social Attitudes Inventory this group presented a consistent result in both stages. The girls perceived themselves as good copers especially in the area of Aggression. This result is in accord with our social premises concerning female behavior.

On the instrument Views of Life used only in Stage III, the higher results presented by this group on Competition, Self-Solver and Self-Implementation and even the third rank on Independent Behavior could be explained in terms of their social needs and motivation to social status change in the first cases and of the female role in our society in the last case.

The subjects' responses in relation to the Sentence Completion instrument presented very few similar results in both stages. Only in some specific aspects the results of this group were significantly different from the others in both stages. In a general way the instrument failed to differentiate this group from the others. The more consistent result occurred in relation to the Affect Behavioral area. They presented higher Positive Affect in relation to Interpersonal Relations in both stages. This can be explained in terms of the relevancy of social interactions for this group and of the great value this social class gives to the presence of Affective Responses. In relation to Authority they present a significantly low score on Neutral Affect in both stages, possibly because Affect in relation to Authority is an area of conflict to these girls and so is easier to present consistently Neutral Affect than it is to present a Positive or Negative Affect (Stage I). These girls also presented a higher score on Total Score Negative Affect in both stages, possibly because they have a lot of problems to face in the life and the punishment of the society in relation to women, especially of this social class, and so there is a tendency for the girls to present a more Negative Affect.

The agreement between Stage I and Stage III findings concerning this group for the Story Completion instrument was more consistent than it was in relation to Sentence Completion, and they could be explained in part as a function of the modifications of the stem of some stories and

of the changes in the scoring and scaling systems used in both stages. The results of this group were very high, especially on the scoring of Coping Effectiveness. These results could be explained in terms of a more precise identification of this group with the situation presented in the stems of the stories.

Another tentative explanation concerns the fact that as women they were more conditioned to respond in accord with the social expectancies.

BRAZILIAN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys were the second highest on Reading scores in both Stages I and III.

In Stage III the GPA was scored lowest, and in Stage I Math was scored first. These two variables did not differ significantly from the other groups in Stage I and Stage III.

Behavior Rating Scales

The boys of this group presented similar BRS results on the BRS variables in both stages except on Coping with Aggression. In Stage III this group did not differentiate significantly from any other group, but in Stage I they ranked lowest on Coping with Aggression.

Occupational Values

In both Stages I and III these subjects were placed high on Independence (first and second, respectively) and low on Esthetics (seventh and eighth, respectively).

A finding observed in Stage III but not in Stage I was a first place in Creativity. Significant findings in Stage I which were not replicated in Stage III were a high place on Follow Father and on Success (second in each case) and a low place (eighth) on Intellectual Stimulation.

Turning now to the intragroup ranking of values, these boys ranked high the value Success and low the value Esthetics in both stages.

Occupational Interest Inventory

All the results of Stage I were replicated in Stage III. On Child's Aspiration and Expectation they ranked first. On the Discrepancy Father's Occupation x Child's Aspiration they ranked fifth.

Educational Aspiration

In both Stages I and III these boys ranked first.

Social Attitudes Inventory

No significant findings were observed in this group for this instrument.

Views of Life

These boys ranked first on Activity/Passivity Under Stress and on Total Scores. On the Independent/Interdependent variable they ranked second.

Sentence Completion

For the Task Achievement scales, there were no similarities in the findings for this group in both stages.

In fact, in Stage III these boys differed from other groups only on Attitude, where they received the lowest score. In Stage I they did not differ significantly from other groups on any of the Stage I variables in this area.

In the area of Interpersonal Relations, the results were similar but not identical on some of the variables, as we can see comparing findings on each stage presented below. In Stage III they received the highest score on Coping Effectiveness and Frequency of Neutral Affect, the lowest score on Frequency of Depressive Affect and the seventh place on Attitude.

In Stage I they received the second highest score on Stance, Coping Effectiveness and Frequency of Neutral Affect and the seventh place on Frequency of Negative Affect.

In the area of Authority there were some similarities between both stages. This group of boys received in Stages I and III the highest score on Stance and Frequency of Neutral Affect and the lowest score on Frequency of Negative (Depressive) Affect. In Stage III they got the seventh place on Attitude toward Authority. In Stage I they received the second highest score on Coping Effectiveness.

In the area of Anxiety there were no similarities between both stages. In Stage III they received the highest score on Coping Effectiveness and Frequency of Neutral Affect, the second highest score on Frequency of Positive Affect, the lowest on Frequency of Depressive Affect and second lowest on Attitude. In Stage I they differed from other groups on Attitude only, where they received the lowest score.

This result was similar to Stage III. In the area of Aggression there was a similar finding in both stages. This group received the lowest score on Frequency of Negative Affect (Depressive Affect in Stage III). In Stage III they received the seventh score on Engagement. In Stage I they were the first among groups on Stance, Coping Effectiveness and Frequency of Neutral Affect.

For the Sentence Completion Total scores there was only one similar finding in both stages. They received the seventh score among groups on Total Attitude in Stages I and III. In Stage III they received the highest score on Stance and Neutral Affect and the lowest score on Frequency of Depressive Affect. In Stage I they received the second highest score on Stance, Coping and Frequency of Neutral Affect and the seventh score on Frequency of Negative Affect.

For the Parent/Child Interaction items, there were no similarities in the findings between Stages I and III. In Stage III there were no significant differences involving this group for any of the variables. In Stage I they differed significantly on Self-Image, where they received the highest score,on Interaction with Parents, where they attained the sixth score.

Story Completion

On Story Completion Scale Sums considered in both stages these subjects did not differ from the others in Stage I and in Stage III on the great part of the Mean scores. In Stage III they had received the second lowest Mean Engagement score. In Stage I only they were highest on Implementation and Affect Associated with the Outcome.

On the overall Coping Effectiveness ratings there was no significant difference, but in the scoring of individual stories in Stage III this group received the lowest score on Coping Effectiveness in Story Two, involving Interpersonal Relations. This group received, in this same stage, the highest score on Coping Effectiveness in Story Seven (Non-academic Task Achievement). In Stage I this group differed significantly from the others only on Coping Effectiveness with Father's Authority, where they stood eighth.

Other significant differences were observed for the first time in the mean scores used only for Stage III. That occurred on Mean Response Length, where they stood third, on Mean Positive Affect expressed by the Hero, where they received the lowest score, and on Mean Total Affect (Hero Plus Others), where they also stood lowest.

Several significant differences involving this group were observed in the scoring of each story in Stage III. This group differed significantly from the others on Engagement in the findings of Story One (Academic Task Achievement),ranking eighth. For Story Two, concerning

Interpersonal Relations these boys stood eighth on Outcome and Positive Affect expressed by the Hero, but on the Response Length they received the second highest score. On the story concerning Peers' Aggression (Story Three) the only significant difference between this and the other groups occurred on Response Length where they ranked third. On Story Four (Anxiety) the group had the same result as in the Story Three on Response Length and were the lowest on Positive Affect of the Hero and Total Affect (Hero Plus Others). For Story Five, involving Classroom Authority, these boys received the lowest score on Stance and Engagement, and the third highest score on Response Length. For Story Six they received the lowest score on Stance, Negative Affect of Hero, Total Affect, Engagement, Initiation and Outcome, but on Response Length they stood first. For Story Seven, involving the Nonacademic Task Achievement they received the highest score on Initiation, Aid/Advice, Solver, Implementation and Outcome.

On the Mean scores observed in Stage I and in Stage III, there was a significant difference on Implementation that occurred in Stage I, but not in Stage III. On Implementation, in the first stage, this group presented the highest score. On the scale sums that appeared only in Stage I, there were two other significant differences to be considered: they occurred on Affect Tone in conjunction with Outcome, where this group stood highest and on Attitude toward Authority, where these boys received the lowest score.

Interpretive Comments

The findings concerning Aptitude and GPA seem to indicate that these boys performed quite consistently on Reading, since they stood second highest on these scores in both Stage I and Stage III. However when Math and GPA are considered the results don't indicate any possibility of comparison. The high results on Reading are in accord with what is expected from these boys taking into account their social class.

In both stages these boys did not differentiate significantly from any other group in BRS variables, except in the Coping with Aggression in Stage I, where they ranked lowest.

The results from the Occupational Values Inventory showed that the fourteen-year-old upper-middle class boys, when compared with the other groups, valued consistently high Independence, and low Esthetics. The intra-group ranking of values confirmed the low results on Esthetics and showed high values on Success.

It is possible to explain these results by saying that these boys are good copers in relation to Success and Independence, as far as prospective work is concerned. One would expect such pattern of values, considering the sex and social class of this group.

There was a consistency in these boys' results of the Occupational Interest Inventory showing high aspiration and expectation and a relatively low discrepancy between Father Occupation and Child Aspiration, confirming then the Occupational Values findings.

The Social Attitude Inventory totally failed to differentiate these boys from other groups.

Considering the findings concerning the Sentence Completion instruments, the following pattern is observed: on Task Achievement, Anxiety and Parent/Child Interaction items, there was a complete lack of agreement between Stages I and III.

Generally speaking, these boys revealed themselves as good copers on Interpersonal Relations, Authority and Aggression. The total scores for Sentence Completion showed similar results.

This pattern of results is in accord with Brazilian social premises, which expected that boys should develop Interpersonal Relations, value Authority and control of Aggression.

Comparing the Story Completion instrument results on both stages, it was not possible to attain any consistent picture of this group.

BRAZILIAN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls scored relatively high on Aptitude in both Stage I and Stage III (third and first, respectively). A high result was obtained by these girls on Reading, in Stage III but not in Stage I, where they did not differ from the other groups. In Stage I this group obtained the highest score on GPA and the lowest on Math and did not differ on these two variables in Stage III.

Behavior Rating Scales

These girls did not differentiate significantly from any other group on the items of BRS, in both Stages I and III.

Occupational Values

This group received, in both Stages I and III, significantly high means on Associates (first), Independence (second and first, respectively), and Intellectual Stimulation (first). They received significantly low means on Prestige (eighth) and Follow-Father (seventh).

Findings observed in Stage III, but not in Stage I, were low mean scores (eighth) on Economic Returns, Management, Creativity and

Extrinsic Values, as well as high mean scores on Intrinsic Values, ranking first. A significant finding in Stage I, which was not replicated in Stage III, was the first place on Altruism.

Turning to the intra-group ranking of values, these girls ranked highest in both stages the values Associates and Success and lowest the values Follow-Father and Management.

Occupational Interest Inventory

In both Stages I and III these girls ranked seventh on Father Occupation/Child Aspiration.

Educational Aspiration

This group ranked consistently high on Educational Aspiration in both Stages I and III (third and second, respectively).

Social Attitudes Inventory

The two significant Stage III findings involved the areas of Authority (eighth) and Interpersonal Relations (first), indicating that these girls perceived themselves as poor copers in Authority and good copers in Interpersonal Relations.

Views of Life

This was the group that showed more differences in the fourteen-year-old sample. These children ranked highest on two variables: Independent/Interdependent and Earned Status/Bestowed Status, and lowest in six variables: Action/Inaction, Competition/Cooperation, Self-Solver/Other Solver, Self-Joint/Implementation, Positive/Negative Self-Concept, and on the Total Score.

Sentence Completion

For the Task Achievement scales this group of girls didn't differ significantly from other groups in Stage III. In Stage I they got the lowest score on Attitude and Frequency of Neutral Affect and the highest score on Frequency of Positive Affect.

In the Interpersonal Relations area there were no similarities in the findings for this group between Stages I and III. In Stage III they received the lowest score on Attitude. In Stage I this group did not differ significantly from other groups on any variable in this area.

In the area of Authority this group received the same scores in both stages on the following variables: Attitude, Engagement and Coping Effectiveness, where they received the lowest score among groups. In

Stage III they had received the highest score on Hostile Affect. In Stage I they got the second highest score on Frequency of Negative Affect and the seventh place on Frequency of Neutral Affect.

In the area of Anxiety there were no similarities in the findings between Stages I and III. In Stage III they received the lowest score on Attitude and the highest one on Positive Affect. In Stage I they received the seventh score on Stance, Engagement, and Frequency of Neutral Affect and the second highest score on Frequency of Negative Affect.

In the area of Aggression the results are quite different in both stages. Whereas in Stage III they received the lowest score on Stance, Engagement and Aid/Advice, in Stage I they got the third place on Stance and the highest score on Engagement.

For the Total Scores it was observed that this group of girls received the lowest score on Attitude in both stages. In Stage III they got also the lowest score on Engagement.

In Stage I they differed from the other groups on Frequency of Positive Affect, where they received the highest score.

For the Parent/Child Interaction the results in both stages were similar but not identical. In Stage III they received the lowest score on Parent/Child Interaction, Interaction with Mother and Interaction with Father. In Stage I they got the seventh score on Interaction with Parents and Interaction with Father.

On Reality/Fantasy, in Stage III, this group received the highest score of all groups.

Story Completion

Concerning the mean scores evaluated in both stages the same significant findings occurred in the case of Stance, where the scale sum score gave to this group the lowest rank in Stages I and III. For the other scales present in both systems of evaluation there were two significant differences in Stage III that did not occur in Stage I in this group. One of these differences was on Mean Engagement and the other was on Mean Initiation (in both cases this group stood eighth).

The finding concerning Mean Coping Effectiveness did not present any significant difference in either stage, but when the individual Story Coping Effectiveness ratings were considered there were some differences that were significant in one stage but not in the other. In Stage III this group received the lowest score on Anxiety (Story Four) and in Stage I they received the second highest score on Aggression.

Turning to the mean dimensions that were scored only in Stage III, the Mean scores significantly different for this group occurred in relation to Mean Response Length, where they ranked first and on Mean Outcome, where they ranked eighth.

In Stage III several significant differences involving this group occurred on the Evaluation of each story. The most consistent finding involved Response Length. These girls differed significantly from other groups on all stories ranking every time in the first or in another high rank. For Story One, involving Academic Task Achievement, this group stood first on Negative Affect expressed by the Hero. For Story Two, involving Interpersonal Relations, this group stood first on Negative Affect expressed by the Hero and on Total Affect (Hero Plus Others), but on Engagement they received the lowest score. On Story Four (Anxiety) these girls received the lowest score on Engagement, Initiation and Outcome. They differed significantly from the other groups on Evaluation of Outcome (second), in Story Six (Anxiety) where they ranked first, and on Engagement (lowest). On Story Seven, involving Non-academic Task Achievement, these girls differed significantly from the other groups on Instrumentality, where they ranked first.

For the dimensions scored only for Stage I there was only one significant difference for the Mean Score: this difference occurred on Sociability where these girls received the highest score.

Interpretive Comments

The results from the different instruments in both stages portray the upper-middle class Brazilian fourteen-year-old girls as a group with relatively high Aptitude and Educational Aspirations, with a low rank when the Father Occupation is compared with Child Aspiration, or when they value the Father's Occupation.

They are poor copers with Authority, as revealed by the Social Attitudes Inventory and Sentence Completion instruments.

On the other hand, they are good copers on Interpersonal Relations as measured by the Social Attitudes Inventory and they scored consistently high on Associates, Independence and Intellectual Stimulation values, as measured by the Occupational Values Inventory, as well as Independent/Interdependent and Earned Status/Bestowed Status as measured by the Views of Life instrument.

A lack of consistency between Stage I and Stage III is observed in most Sentence Completion and Story Completion scores.

These results seem to be in accordance with what could be expected from girls of upper-middle class: they valued Independence, Intellectual Stimulation and Associates; they had high Educational Aspirations concerning their occupations and they did not want to follow their fathers'.

ANOVA OF MEANS
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

In both Stage I and Stage III no Age differences were observed because the scores were standardized separately by age groups for each country.

Concerning the significant interactions between Age x SES, it was found that the only finding that was replicated in Stage III was the one referring to Reading: in both age groups the upper-lower class was lower than the upper-middle class, this difference being greater in the fourteen age group.

The Mathematics scores differed significantly in Stage III, only: the ten-year-old middle-class excelled the ten-year-old lower-class, whereas the fourteen-year-old middle class were surpassed by the fourteen-year-old lower class.

In Stage I, the ten-year-old group of lower social class received systematically lower scores, as compared to the middle social class group of the same age, on the variables Aptitude and Grade Point Average. Exactly the same trend was observed in the fourteen-year-old group of the upper-middle social class. However, this trend on Aptitude was greater at age ten whereas on GPA it was greater at age fourteen.

Age x Sex interactions did not occur in Stage III, but in Stage I, Reading and GPA scores showed significant differences: both in Reading and GPA, the ten-year-old males received lower scores than the females of the same age. At the age of fourteen, the boys excelled the girls in Reading, and were surpassed by the girls on GPA.

Socioeconomic Status

Two significant differences (Raven, Reading) were observed in both Stage I and Stage III. On these variables the difference was in the same direction, that is, the upper-lower class was lower than the middle one; on GPA, the same direction was observed but in Stage I only.

Significant in Stage I, but not in Stage III, was the difference between the socioeconomic groups on Mathematics, the lower-class children receiving the lower scores.

When the SES x Sex interaction was considered, one difference only was observed in both Stage I and Stage III: the lower-class boys excelled the girls of the same social class on the Raven, and the upper-middle class boys were lower than the upper-middle class girls in both stages.

Sex

Mathematics scores of the Sex groups were significantly different in both Stage I and Stage III, but in a reverse sense, that is, the boys excelled the girls in Stage I, whereas in Stage III the reverse was true.

In relation to other variables -- Aptitude, Reading and GPA -- there were no systematic differences, in Stage I the boys were higher than the girls on Raven and Reading and Mathematics, but received lower scores on the GPA variable.

BEHAVIOR RATING SCALE

Interpretive Restrictions

Because the ten-year-old children were not only in different classes, but in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Consequently, it is not valid or meaningful to compare scores across the two age groups as a whole. However, it is meaningful to compare differences within the two age groups.

Age

There were no similar findings in both Stage I and Stage III which involved Age as the main effect or any interaction involving this source of variation.

In Stage III there was one significant difference only: the ten-year-old subjects presented a more favorable result as Positive Solvers than did the fourteen-year-old subjects. It should be noted here that the item of evaluation was scored only for Stage III.

In Stage I, there were six Age main effects involving the following variables: Task Achievement, Authority, Anxiety, Self-Assertion, Coping with Aggression, and on Total Score. In each case the ten-year-olds excelled the fourteen-year-olds.

The significant Age interactions that occurred in Stage I did not appear in Stage III. In Stage III, there were no significant group differences involving age interaction effects. In Stage I, on Age x SES, the ten-year-old upper-lower subjects reported more responses about not being upset than did the ten-year-old upper-middle subjects; the same result appeared in relation to the fourteen-year-old

upper-middle subjects when compared with the fourteen-year-old upper-lower subjects. In relation to the coping behavior with Authority there was one significant Age x Sex interaction in Stage I that was not replicated in Stage III: the females excelled the males at both age levels, this trend being greater at the ten-year-old level.

Socioeconomic Status

There were no social class main effects or interactions which were similar in Stages I and III. In fact, in Stage III there were no significant social class main effects or interactions of that variable with the others.

In Stage I, however, there were six significant SES x Sex interactions. For IPR, Self-Assertion, Coping with Aggression and on the Summary score, the females of both social classes excelled the males of both social classes. On Academic Task Achievement and on Authority the lower-class males excelled the lower-class females, and the opposite was true in the middle-class group.

Sex

There were no Sex main effects which were similar in Stages I and III.

Stage III findings presented only one significant effect, that occurred in relation to Aggression where the males received higher scores than the females.

Stage I findings, which were not replicated in Stage III, included the superiority of females over males in Academic Task Achievement Authority, and Interpersonal Relations, as well as in Anxiety, Self-Assertion, Aggression, and on the Summary score.

OCCUPATIONAL VALUES

Age

There were seven Age main effects which were the same in Stages I and III. In both stages the ten-year-olds received higher scores on Esthetics, Prestige, and Follow Father and the fourteen-year-olds received higher results on Independence, Associates, Success and Intrinsic values. Thus, on seven of the seventeen scores the same Age main effects were observed.

Three Age main effects were observed in Stage III, but not in Stage I: the fourteen-year-olds received higher scores in Stage III on Altruism and Surroundings, and lower scores on Management. There was only one Age main effect which showed a reversed result when

Stage I and Stage III were compared: on the Total Extrinsic score, the ten-year-olds received lower scores in Stage I and higher scores in Stage III.

Significant in Stage I, but not replicated in Stage III, was the higher scores of the fourteen-year-olds on Security. Regarding the Age x SES interaction it is interesting to note that in Stage III no one significant result was observed, while in Stage I five significant interactions were observed: the ten-year-old upper-lower class excelled the upper-middle class of the same age on Esthetics, Security, Variety and on Total Intrinsic score, and were surpassed by the last group mentioned, on Success. The fourteen-year-old upper-lower class excelled the upper-middle ones of the same age on Esthetics, Success, and Security and were surpassed by them on Variety and Total Intrinsic score.

Referring to the Age x Sex interactions,the only ones which were significant in Stage III (Creativity and Surroundings) were not in Stage I: on Creativity the ten-year-old males were equal to the ten-year-old females and the fourteen-year-old males excelled the fourteen-year-old females. On Surroundings the females excelled the males in both age groups, but this difference in favor of the females was greater in the fourteen-year-old sample.

Significant in Stage I, but not replicated in Stage III, were the Age x Sex interactions regarding the following values: Independence, Management, Economic Returns, Associates, and Total Extrinsic scores. On Independence and Management, the ten-year-old females excelled the males of the same age and the reverse occurred at fourteen. On Economic Returns and Total Extrinsic score the males excelled the females in both age groups, and on Associates the females excelled the males in both age groups, this trend being greater at age fourteen.

Socioeconomic Status

There were three social class main effects which were identical in both Stages I and III. For Esthetics and Security, the lower-class children scored higher, while the middle-class children chose more often the value of Follow Father.

Significant in Stage III, but not in Stage I, were the higher results of the lower-class subjects on the Surroundings value. There were six social class main effects in Stage I, which were not observed in Stage III. The upper-lower class subjects excelled the upper-middle ones on Prestige, Management, Total Intrinsic Score and Total Extrinsic score, and were surpassed by them on Independence and Altruism.

Sex

A large number of Sex main effects were identical in both Stages I and III. In fact, nine of the seventeen scales gave the same results in both analyses. The females scored higher than the males on Altruism, Surroundings, Associates, Variety, and Total Intrinsic score.

The males scored higher than the females on Creativity, Economic Returns, Follow Father and Total Extrinsic score.

Significant in Stage III, but not in Stage I, was the greater frequency of choice by the males of the values Prestige and Management, and the more frequent choice by females of the values Self-Satisfaction and Intellectual Stimulation.

Significant in Stage I, but not replicated in Stage III, was the greater frequency of choice by females of the values Esthetics and Independence, and the more frequent choice by males of the Success value.

OCCUPATIONAL INTEREST

Age

There were three Age main effects which were identical in Stage I and Stage III. In both analyses, the ten-year-olds received lower scores on Occupational Aspiration and Expectation, and on Discrepancy Father Occupation/Child Aspiration. There were no Age x SES nor Age x Sex interactions which were identical in both stages.

Age main effects observed for the first time in Stage III included the discrepancy between Children's Occupational Aspiration and Expectation. In this stage the fourteen-year-olds excelled the ten-year-olds, while in Stage I there were no significant differences between these variables. There was one Age x SES interaction significant in Stage III, only. This refers to the discrepancy between Children's Occupational Aspiration and Expectation: at age ten the middle class excelled the lower, while at age fourteen the lower class excelled the middle one. Regarding to Age x Sex interaction, the males excelled the females in Occupational Expectation in both age groups, but this difference was greater in the ten-year-old sample.

In Stage I, there were significant Age x Sex interactions, not observed in Stage III, on Child Aspiration and Father Occupation/Child Aspiration, where in both cases the males excelled the females in both age groups.

Socioeconomic Status

All social class main effects were identical in both stages. These included Child's Occupational Aspiration and Expectation, and the discrepancy between Father Occupation and Child Aspiration. In the first two variables the middle class excelled the lower class, in the latter the lower class excelled the middle class.

There were no SES x Sex interactions which were true for Stage III, but not for Stage I.

Significant in Stage I, but not in Stage III, was a SES x Sex interaction for Occupational Expectation. In both social classes the males excelled the females.

Sex

All the Sex main effects were the same in Stages I and III. In both stages the males excelled the females on the following variables: Child's Occupational Aspiration and Expectation, and discrepancy between Father Occupation and Child Aspiration.

EDUCATIONAL ASPIRATION

Age

The Age main effects were identical in Stages I and III. In both analyses the fourteen-year-olds excelled the ten-year-olds.

Also the Age x SES and Age x Sex interactions were identical in both stages: the Age x SES interaction indicated that the middle class excelled the lower in both age groups, but in Stage III, the difference was greater in favor of the ten-year-olds' sample. In the Age x Sex interaction the males received higher scores than the females in both age groups. Again, in Stage III, the difference was greater for the ten-year-olds' sample.

Socioeconomic Status

The social class main effect was identical in both stages: the middle class excelled the lower class.

Sex

In both Stages I and III, the males showed higher Educational Aspirations than the females.

SOCIAL ATTITUDES INVENTORY

The two versions of this instrument must be discussed separately because of the completely different nature of the two versions of this instrument.

Age

In Stage III, the only Age main effect involved the scores on IPR where the fourteen-year-old children scored somewhat higher than the ten-year-old children.

In Stage I, the fourteen-year-old children excelled the ten-year-olds on Active Coping and Passive Coping, and on Passive Defensive the ten-year-olds excelled.

There were two significant Age x SES differences in Stage III involving Task Achievement and Authority where in each case the fourteen-year-old lower-class children excelled the fourteen-year-old middle-class children. The middle class excelled the lower class in the ten-year-old group on Task Achievement, however, on Authority the two ten-year-old social classes were equal.

In relation to the Age x Sex interactions, in Stage III, the females of both age groups excelled the males of both age groups on Aggression, but this trend was greater at the fourteen-year-old level. On Anxiety, the ten-year-old males excelled while at the fourteen-year-old level the females excelled.

In Stage I the only Age x SES interaction involved Passive Coping, the ten-year-old middle class children excelled while at age fourteen the lower class children excelled. One SES x Sex interaction showed the males to be excelling at both age levels, this trend being greater at age fourteen.

VIEWS OF LIFE

Age

Since this instrument was administered only to the fourteen-year-old sample, there were no age differences to be considered.

Socioeconomic Status

The upper-lower class excelled the upper-middle class in Competition/Cooperation, Self-Solver/Other Solver, Self-Joint/Implementation, and Control/Expressivity and Acceptance, while the upper-middle class excelled the upper-lower class in Independent/Interdependent, Activity/Passivity Under Stress, and Earned Status/Bestowed Status. Regarding

to SES x Sex interaction, only one difference was significant: in the lower class the females excelled the males,but in the middle class the reverse was true, on Competition/Cooperation.

Sex

There were two Sex main effects only: in Earned Status/ Bestowed Status the females excelled the males, while in Positive/ Negative Self-Concept the males excelled the females.

SENTENCE COMPLETION

Task Achievement

Age: There were no similarities in the findings between both Stages I and III in the area of Task Achievement.

In Stage III there were differences due to the Age variable only in relation to Aid/Advice, where the fourteen-year-old group got the better results.

In Stage I the ten-year-old group received the lowest scores on Coping Effectiveness and Frequency of Positive Affect, and on Frequency of Negative Affect the opposite occurred: the fourteen-year-olds got lower scores than the ten-year-olds.

There were no similarities in both stages due to Age x SES interactions. In Stage III it appeared that the only significant difference was in relation to Attitude toward Task Achievement, where ten-year-old and fourteen-year-old lower social class subjects excelled the middle-class groups of both ages. In Stage I, there were differences on Stance, Engagement, Coping Effectiveness and Frequency of Neutral Affect, where the ten-year-olds of the lower social class got lower results than subjects of the same age and middle class. As far as the fourteen-year-old group is concerned, the opposite was observed: at age fourteen the lower-social-class group excelled the middle-class group on these variables of Task Achievement.

There were no significant differences in any variable due to Age x Sex interaction in either Stage I or Stage III.

Socioeconomic Status: In the area of Task Achievement there was only one similar result in both Stage I and Stage III: the lower-class subjects received a higher score than the middle-class ones on Attitude toward Task Achievement. In Stage III, but not in Stage I, the lower-class subjects excelled the middle-class on Frequency of Positive Affect and the middle-class excelled on Frequency of Neutral Affect. In Stage I this pattern was quite the opposite: the lower class excelled the middle class on Frequency of Neutral Affect and the

middle-class subjects excelled the lower-class ones on Frequency of Positive Affect.

There were no similarities in results between Stages I and III due to SES x Sex interaction. In Stage III there were no significant differences on any variable in this area. In Stage I there was one significant difference on Attitude toward Task Achievement, where in the lower social class the females excelled the males and in the middle-class group the males excelled the females.

Sex: In the Task Achievement area there were no similarities between the results in Stages I and III. There were no significant differences due to Sex in Stage III. In Stage I, the males excelled the females on Engagement and Frequency of Neutral Affect, and the females excelled the males on Frequency of Positive Affect.

Interpersonal Relations

Age: In the Interpersonal Relations area the results were similar in both stages. The ten-year-old group received scores lower than the fourteen-year-olds on the following variables of this area, in both stages: Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect. In Stage I, the ten-year-old group received higher scores than the fourteen-year-olds on Frequency of Negative Affect and Frequency of Positive Affect. In Stage III, the ten-year-old group received higher scores on Attitude and Hostile Affect, and lower scores than fourteen-year-olds on Aid/Advice.

There were no Age x SES or Age x Sex interactions similar in both stages. In Stage III, the only Age x SES interaction involved the variable Attitude. The ten-year-old middle-class children excelled the ten-year-old lower-class children, while the reverse was true of the fourteen-year-olds.

In Stage I there were several Age x Sex interactions, not in Stage III, involving Engagement, Coping, Frequency of Negative Affect, and Frequency of Neutral Affect. The ten-year-old females excelled the ten-year-old males and the fourteen-year-old males excelled the fourteen-year-old females on Engagement, Coping, and Frequency of Neutral Affect. Just the opposite results were observed on Frequency of Negative Affect.

Socioeconomic Status: There were no similar SES main effects in both stages in the Interpersonal Relations area. In Stage III, the lower class excelled the middle class on Frequency of Depressive Affect, the middle class excelled the lower class on Frequency of Neutral Affect, and the lower-class subjects excelled the middle-class group on Attitude. There were no significant differences involving SES in Stage I.

As far as SES x Sex interactions are concerned, there were no similar results in both stages. In Stage III, a significant difference due to SES x Sex interaction occurred in relation to Neutral Affect, where the males excelled the females in both social class groups, this trend being greater at age ten.

Sex: There were two similar results in both stages on Sex main effects. On Frequency of Depressive (or Negative) Affect the females excelled the males, and on Frequency of Neutral Affect the males excelled the females. There were no results significant in Stage III, but not in Stage I. Significant in Stage I, but not in Stage III, was a significant difference between sexes on Stance, where males excelled females.

Authority

Age: In the area of Authority two Age main effects were observed to be identical in both Stage I and Stage III. On Attitude toward Authority the ten-year-old surpassed the fourteen-year-old group and on Stance the fourteen-year-old received a better score than the ten-year-old group. In Stage III, the ten-year-old group received lower scores than the fourteen-year-olds on Frequency of Hostile Affect, but surpassed the fourteen-year-olds on Frequency of Depressive Affect. In Stage I, the ten-year-olds surpassed the group of fourteen-year-olds on Engagement and Frequency of Negative Affect and were surpassed by the fourteen-year-olds on Frequency of Neutral Affect. As can be observed, results in both stages were not very different in this area.

There were two significant differences due to Age x SES interaction which appeared in both Stages I and III: Attitude and Engagement. For the Attitude variable in Stage III at age ten and fourteen, the lower class excelled the middle class, this trend being greater at age fourteen; in Stage I the lower class excelled the middle class at age fourteen, but got lower results at age ten. For the Engagement variable, in Stage III, the ten-year-old group got the same results at both social classes, whereas at age fourteen the lower class excelled the middle class. In Stage I, the middle-class ten-year-olds and the lower-class fourteen-year-olds excelled.

There were no significant differences in Stage III that were not replicated in Stage I. In Stage I there was a significant difference on Frequency of Positive Affect due to Age x SES interaction: at age ten, the lower-class got lower results than the middle-class children but at age fourteen, the lower class excelled the middle class.

In the Authority area there were similar findings in both Stages I and III involving Age x Sex interaction on the following variables: Stance, Coping Effectiveness, and Frequency of Neutral Affect. On Stance, boys had lower scores than girls at age ten but excelled the girls at age fourteen in both stages; on Coping Effectiveness the boys

excelled the girls at both age levels in Stage III (this trend being greater at age fourteen), and only at age fourteen in Stage I, where the boys and girls got the same results at age ten. The Frequency of Neutral Affect showed the same pattern in both stages: at ages ten and fourteen, the boys excelled the girls, this trend being greater at age fourteen. There were no significant differences involving Age x Sex interaction which were observed in Stage III but not in Stage I.

In Stage I, but not in Stage III, girls excelled boys in Frequency of Negative Affect toward Authority at both age levels, again, this trend being greater at age fourteen.

Socioeconomic Status: In the area of Authority, the lower-class subjects excelled the middle-class ones on Coping Effectiveness in both Stage I and Stage III. In Stage III, but not in Stage I, the lower-class children excelled the middle-class children on Attitude, Engagement, and Frequency of Depressive Affect and the middle-class children received higher scores on Frequency of Hostile Affect. In Stage I there were no significant differences involving SES which were not observed in Stage III.

There were no similarities, due to SES x Sex interaction, in results in Stages I and III. In Stage III there were no significant differences on any of the variables. In Stage I there was a significant difference on Frequency of Positive Affect, where the females excelled the males in the lower class and the males excelled the females in the middle class.

Sex: In the area of Authority the following results were the same in both stages: Coping Effectiveness, Frequency of Neutral Affect, where males excelled females and Frequency of Depressive (or Negative) Affect, where females excelled males. In Stage III, males excelled females on Stance. There were no significant results in Stage I not replicated in Stage III.

Anxiety

Age: There were two similar results in both stages due to Age differences: Attitude toward Anxiety and Coping Effectiveness. The ten-year-old subjects achieved better results on Attitude than the fourteen-year-old ones, but they got lower results than the adolescents on the Coping Effectiveness variables.

In Stage III, there were differences due to Age in all variables in this area. The ten-year-old subjects got lower results than the fourteen-year-old ones on Stance, Engagement, Aid/Advice, Frequency of Neutral Affect and Frequency of Positive Affect. The ten-year-old subjects received higher scores on Frequency of Hostile Affect and Frequency of Depressive Affect.

In Stage I there were no significant differences due to Age on any other variables, besides those mentioned above.

There were no similarities in results between Stages I and III due to Age x SES interaction. In Stage III, but not in Stage I, there were significant differences on Attitude and Positive Affect. On Attitude toward Anxiety, the lower-class subjects, at ten and fourteen years of age, excelled the middle-class ones, this trend being greater at the fourteen-year-old level.

On Positive Affect it was observed that at ten years of age, both social classes were equal, whereas at age fourteen, the middle-class children excelled the lower-class ones. Significant in Stage I, but not in Stage III, were the results for Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, where the same pattern of results was observed: at age ten the middle-class children excelled the lower-class children in all variables of Anxiety area and at age fourteen the lower-class children excelled the middle-class ones. On Frequency of Negative Affect the exact opposite was observed: the ten-year-old lower-class children excelled, whereas at age fourteen the middle-class children excelled.

There were no similar findings in both Stages I and III due to Age x Sex interaction. In Stage III, but not in Stage I, the boys excelled the girls at both age levels on Stance and Engagement, this trend being greater at age fourteen. On Coping Effectiveness the girls excelled the boys at age ten and the boys excelled the girls at age fourteen. There were no significant differences in Stage I due to Age x Sex interaction.

Socioeconomic Status: There were no similar results in both stages I and III due to SES main effects. In Stage III, but not in Stage I, the lower-class children excelled the middle-class children on Attitude and Frequency of Depressive Affect and the middle-class children excelled the lower-class ones on Frequency of Positive Affect.

In Stage I the lower-class children excelled the middle-class children on Frequency of Negative Affect (not only Depressive, like in Stage III) and the middle-class subjects excelled the lower-class ones on Frequency of Neutral Affect.

In the Anxiety area there occurred a similar pattern to the one observed in the Authority areas: there were no significant differences due to SES x Sex interactions in Stage III, and no similar results in both stages. In Stage I there was a significant difference on Coping Effectiveness, where males excelled females in both social class groups, this difference being greater at the lower-class level.

Sex: The results were the same in both stages: males excelled females on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect and females excelled males on Frequency of Negative (Depressive) Affect. In Stage III, but not in Stage I, males excelled females on Aid/Advice. There were no results significant in Stage I, but not in Stage III.

Aggression

Age: In the area of Aggression the results were quite different in both stages. In Stage III, the ten-year-old group showed better results than the fourteen-year-old group on almost all variables in this area: Stance, Engagement, Aid/Advice, Coping Effectiveness, and Frequency of Depressive Affect. This group of boys had lower scores than the fourteen-year-olds only on Hostile Affect.

In Stage I this trend reversed: the ten-year-old group got lower scores than the fourteen-year-olds on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect. On Frequency of General Negative Affect (not separated into Hostile and Depressive) the ten-year-olds received the higher scores. As can be seen, therefore, the Sentence Completion instrument produced very different results in both stages, as far as Aggression is concerned.

As far as Age x SES interactions are concerned, there were no significant interactions similar in both stages. In fact, there were no Age x SES interactions in Stage III. In Stage I there were Age x SES interactions involving Stance and Engagement, where in both cases the ten-year-old lower-class subjects excelled the ten-year-old middle-class subjects, and the fourteen-year-old middle-class subjects excelled the fourteen-year-old lower-class subjects.

There was one identical Age x Sex interaction in both Stage I and Stage III. This interaction involved Stance where the females excelled at the ten-year-old level and the males excelled at the fourteen-year-old level. These same results were observed on Engagement and Aid/Advice, but only in Stage III. In Stage I, the males of both age groups excelled the females on Coping and Frequency of Neutral Affect and the females of both age groups excelled the males on Frequency of Negative Affect, in each case this trend being greater at the fourteen-year-old level.

Socioeconomic Status: In the area of Aggression there were no similar results in Stages I and III. In Stage III, lower-class children excelled the middle-class children on Stance, Engagement, and Aid/Advice. In Stage I, middle-class children excelled lower-class ones on Coping Effectiveness and Frequency of Neutral Affect, whereas the lower-class children excelled the middle-class ones on Frequency of Negative Affect.

There were no significant differences due to SES x Sex interactions in both Stages I and III.

Sex: There were no Sex main effects similar in both Stage I and Stage III. In Stage III there were no significant differences between sexes in any of the variables in this area. In Stage I the males excelled the females on Coping Effectiveness and Frequency of Neutral Affect and the females excelled the males on Engagement and Frequency of Negative Affect.

Total Scores

Age: There were many similarities on results between both stages: ten-year-old children received lower scores than the fourteen-year-old children on Stance, Coping Effectiveness, and Frequency of Neutral Affect, and received a better score on Attitude, in Stage I and Stage III.

In Stage III, the ten-year-olds received lower scores than the fourteen-year-olds on Aid/Advice and Frequency of Positive Affect, and the reverse was true on Frequency of Depressive Affect. In Stage I, the ten-year-olds showed a higher score on Frequency of Negative Affect.

For the Sentence Completion Total scores, involving Age x SES interactions, there was a similarity between results in Stage I and Stage III on Attitude only. At age fourteen the lower-class subjects excelled the middle-class ones in both stages; the same did not occur at age ten because the lower-class children excelled the middle-class ones in Stage III, but not in Stage I.

There were no significant differences involving Age x SES which were observed in Stage III but not in Stage I.

Significant in Stage I, but not in Stage III, were the following differences: on Stance and Engagement the lower-class subjects, at age ten, received lower results than the middle-class ones, and at age fourteen excelled the middle-class subjects.

There was only one Age x Sex interaction similar in both Stage I and Stage III. On Coping Effectiveness the fourteen-year-old males excelled the fourteen-year-old females, this trend being greater at age fourteen in Stage I. At age ten, the females excelled in Stage III, whereas the males excelled in Stage I.

Two interactions in Stage III, not replicated in Stage I, involved Stance and Engagement, where in each case the females excelled at age ten and the males excelled at age fourteen.

Two interactions in Stage I, not replicated in Stage III, involved Frequency of Negative Affect and Frequency of Neutral Affect. On Frequency of Negative Affect the females excelled at both age levels, this trend being more marked at the fourteen-year-old level. The results on Frequency of Neutral Affect were just the opposite: the males excelled at both age levels with the trend, again, being greater at age fourteen.

Socioeconomic Status: In the Total Scores there was only one similar result in both Stages I and III: the lower-class group excelled the middle-class group on Total Attitude. In Stage III, but not in Stage I, the lower-class children received higher scores than the middle-class children on Engagement and Frequency of Depressive Affect and were surpassed by the middle-class children on Frequency of Neutral Affect. In Stage I the middle-class children excelled the lower-class children on Frequency of Positive Affect.

There were no significant differences due to SES x Sex interaction in either Stage I or Stage III.

Sex: There were similar results in both stages on the following variables: Total Stance, Total Frequency of Neutral Affect, where males surpassed females, and Total Frequency of Negative (Depressive) Affect, where females excelled males. There were no results significant in Stage III but not in Stage I. Significant in Stage I, but not in Stage III, were the results on Total Engagement, Total Coping Effectiveness, where males excelled females, and Total Frequency of Positive Affect, where females surpassed males.

Parent/Child Interaction Items

Age: There were two similar results in Stages I and III: the ten-year-old group received better results on Interaction with Parents and Interaction with Father in both stages.

In Stage III, the ten-year-old group received higher scores than the fourteen-year-old group on Self-Concept and Interaction with Mother.

In Stage I the ten-year-old received a lower score than the fourteen-year-old on Self-Concept item and did not differ from them on Interaction with Mother.

For the Parent/Child interaction items there were no similar findings in both stages due to Age x SES interaction. Significant in Stage III, but not in Stage I, were the results on Self-Concept, Mother Interaction and Father Interaction items, where the following pattern was constant: at age ten, the lower-class group received lower results than the middle-class children; at age fourteen, the lower-class group excelled the middle-class one.

There were no differences due to Age x Sex interaction, either in Stage I or in Stage III.

Socioeconomic Status: There were no SES main effects similar in both Stage I and Stage III. There were no SES main effects in Stage III, however, in Stage I the middle-class excelled the lower-class on Self-Image and Interaction with Father.

There were no SES x Sex interactions in either Stage I or Stage III.

Sex: There were no similarities between results in both Stages I and III. In Stage III there were no significant results due to Sex differences. In Stage I the males excelled the females on Interaction with Parents.

Reality/Fantasy Achievement Discrepancy Score

Age: There were no Age main effects in either Stage I or Stage III.

There were no Age x SES or Age x Sex interactions similar in both stages. There was an Age x SES interaction in Stage III where the middle-class children of both age groups received the higher scores, this trend being greater at age fourteen. In Stage I there was an Age x Sex interaction where the ten-year-old females excelled the ten-year-old males and the fourteen-year-old males excelled the fourteen-year-old females.

Socioeconomic Status: In the area of Reality/Fantasy Discrepancy Score, in both stages the middle-class children excelled the lower-class children. There were no SES x Sex interactions in either Stage I or Stage III.

Sex: There were no Sex main effects in either Stage I or Stage III.

STORY COMPLETION

Age

Comparisons of Stage I and Stage III findings in relation to the Mean scores evaluated for both stages showed differences that were significant in both stages on Stance and Persistence. In the Mean Scores the fourteen-year-old group excelled the ten-year-old group on Persistence while the ten-year-olds scored higher on Stance. In Stage III there appeared a significant difference on Engagement that did not occur in the first stage. In this case, the ten-year-old group excelled the fourteen-year-old group.

On Mean Coping Effectiveness there were no differences on age in either stage, but in the individual story scaling in Stage III there was a significant difference in two stories. One of these stories involved Academic Task Achievement, where the ten-year-old group excelled the fourteen-year-old group. In the other story, involving Nonacademic Task Achievement, the fourteen-year-olds received higher scores than the other age group.

On the Mean scores that appeared only in the scoring system of Stage III, Age main effects were observed on Outcome and Evaluation of Outcome, Mean Response Length and Mean Negative Affect expressed by the Hero. Only on Outcome the ten-year-old group excelled; on the others, the fourteen-year-olds received higher scores.

There were a number of Age main effects that appeared in the scoring system of Stage III for each story. On Story One, involving Academic Task Achievement, the ten-year-olds received higher scores on Stance, Engagement, Initiation, Solver, Implementation, Outcome, Aid/Advice and Instrumentality. The fourteen-year-old group scored higher on Evaluation of Outcome and Response Length in this same story. For Story Two, the main effects of Age appeared on Stance, Engagement, Aid/Advice, Solver and Positive Affect expressed by the Hero, where the ten-year-olds excelled the fourteen-year-old group. In this same story, on Response Length, Negative Affect expressed by the Hero and on Instrumentality the fourteen-year-old group surpassed the ten-year-olds. Considering the story involving Peer Aggression (Story Three) there were only three Age main effects, and the fourteen-year-olds received higher

scores in all the cases, that is, on Aid/Advice, Evaluation of Outcome and Response Length. For Story Four (Anxiety) the variable Age was significant for Engagement, Positive Affect expressed by the Hero, Response Length and Negative Affect expressed by the Hero. In the two first cases the ten-year-old group surpassed the fourteen-year-old group and in the other two cases the fourteen-year-olds received higher scores. For the Story Five (Classroom Authority) Age main effects were observed for Outcome, Evaluation of Outcome and Response Length, where the fourteen-year-olds excelled the ten-year-olds. For Story Six (Anxiety) some Age main effects showed that the fourteen-year-old group excelled (Evaluation of Outcome, Response Length, Negative Affect expressed by the Hero, Total Affect of Hero plus Others and Instrumentality), however, the ten-year-olds excelled on Stance, Engagement and Outcome. In the last story, concerning Nonacademic Task Achievement, Age main effects were observed on Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Response Length, Negative Affect expressed by the Hero, Total Affect (Hero plus Others) and Instrumentality. In general the fourteen-year-old group excelled, with the ten-year-olds scoring higher on Negative Affect of the Hero and Total Negative Affect of Hero Plus Others.

In Stage I, Age was a significant variable on Implementation (sum score) and the difference was in favor of the fourteen-year-old subjects. This did not occur in Stage III.

On Coping Effectiveness scored by each story, In Stage I the ten-year-olds excelled on the stories involving Authority (Fathers) and Interpersonal Relations and the fourteen-year-old subjects excelled on Aggression.

Turning to the Mean scores used only in the Stage I System of evaluation there were two significant Age main effects showing that the ten-year-old group received higher scores on Affect expressed in conjunction with the problem and on Attitude toward Authority. In other two cases, Age main effects were more favorable to fourteen-year-old subjects who excelled on Affect presented in conjunction with Outcome and Sociability.

There were no similar findings in both stages which involved the Mean scores in relation to the interaction Age x SES since in the first stage no significant interaction occurred but in Stage III there appeared significances in some aspects scored in both stages. This was the case of Mean Engagement, Initiation and Coping Effectiveness. On Engagement, upper-lower class subjects presented more immediate response to the problem than did the upper-middle class subjects in both age groups; however, this difference in favor of the lower class was greater at age fourteen than at age ten. For the Mean score in Initiation this same picture appeared, that is, lower-class subjects excelled middle-class subjects at both age levels; however, the difference was greater at age fourteen than at age ten. On the Mean Evaluation for Coping

Effectiveness at age ten, upper-middle class subjects excelled the upper-lower ones, while at age fourteen the lower class excelled the middle class.

On the Age x SES Interactions for Mean scores used only in Stage III, for Mean Outcome, at age ten, there was virtually no effect observed in relation to this interaction, while at age fourteen the lower-class group received higher scores than did the upper-middle subjects. On Mean Response Length, the ten-year upper-lower class subjects excelled the ten-year-old upper-middle class; however, the fourteen-year-old upper-middle class excelled the fourteen-year-old upper-lower class.

There were only two significant Coping Effectiveness Age x SES interactions, when considering each story, and these were found in Stories Two and Five. In the first one, concerning Interpersonal Relations, lower-class subjects excelled middle-class subjects at age fourteen, however, at age ten the upper-middle class excelled the upper-lower class subjects. On Story Five, which concerns with Anxiety, at age ten the upper-middle class excelled the upper-lower class, and at age fourteen the upper-lower class excelled the upper-middle class.

In relation to the aspects scored only in Stage III, for each story, there were significant Age x SES interactions in various cases. On the story about Academic Task Achievement it was significant in relation to Engagement, Evaluation of Outcome and Response Length. In the first two cases, at age ten the upper-middle class excelled the upper-lower class, and at age fourteen the lower-class received higher scores than did the upper-middle class. On Response Length, for Story One, lower-class ten-year-olds received higher scores than did the middle-class, but at age fourteen the middle class scored higher than the lower class. For Story Two (Interpersonal Relations) the findings presented a large number of significant Age x SES interactions. That was the case for Stance, Engagement, Solver, Implementation, Outcome, Evaluation of Outcome, Response Length, Negative Affect expressed by the Hero and Total Affect. On Stance, in both age groups, the lower class excelled the middle class, but this difference was greater at age fourteen. The same finding was true in relation to Engagement. On Solver, Implementation, Outcome and Evaluation of Outcome, at age ten the middle class excelled the lower class, while at age fourteen the lower class excelled the middle class. On Response Length, Negative Affect of Hero and Total Affect, the lower class excelled the middle class in the ten-year-old group, but the middle class excelled the lower class in the fourteen-year-old group. For Story Three (Peers Aggression) only in Response Length was the interaction Age x SES significant, and the lower class excelled the middle class at age ten, while the middle class excelled the lower class at age fourteen.

For Story Four (Anxiety) the Age x SES interaction was significant many times. On Engagement, Initiation and Positive Affect presented by the hero the findings showed that at age ten the middle class excelled the lower class and at age fourteen the lower class excelled the middle class. On Aid/Advice, at age ten, the upper-middle subjects requested less aid or advice than the upper-lower subjects, but at age fourteen there was virtually no social class difference. On Response Length of this story concerning Anxiety, at age ten, the lower class excelled the middle class; however, at age fourteen, the upper-middle responses presented more words than did the upper-lower responses. In the same story, on Total Affect, for both ages, the upper-lower class excelled the upper-middle class; however this difference in favor of the lower-class was greater at age fourteen.

For Story Five (Classroom Authority), on Engagement at age ten there was virtually no difference between lower and middle class; while at age fourteen the lower class excelled the middle class. On Aid/Advice, Implementation and Outcome the ten-year-old middle class excelled the ten-year-old upper-lower; however, at age fourteen the lower class excelled the middle class. Concerning Response Length, the ten-year-old lower class excelled the middle class, while at age fourteen the middle class excelled the lower class.

For Story Six, concerning Anxiety, in three items the interaction Age x SES was significant. On Response Length the ten-year-old upper-lower class excelled the ten-year-old upper-middle class; but for the fourteen-year-old subjects the upper-middle class excelled the upper-lower group. On Negative Affect expressed by the Hero the lower class excelled the middle class at both age levels, but at age fourteen this difference in favor of the upper-lower class was greater than in the ten-year-old groups.

For Total Affect, at ten there was virtually no social class difference while at age fourteen the lower class excelled the middle class.

On the story concerning Nonacademic Task Achievement (Story Seven) there was only one significant Age x SES interaction and it was in relation to the Outcome. In both age groups, the upper-middle class excelled the upper-lower class subjects; however, this difference in favor of the middle class was greater at age fourteen than at the other age level.

The interaction Age x SES, in Stage I, was significant only on Story One Coping Effectiveness (Academic Task Achievement) where ten-year-old lower-class subjects excelled the ten-year-old middle-class subjects, while the fourteen-year-old middle-class group excelled the fourteen-year-old lower-class group.

Considering the interactions Age x Sex there were no significant interactions that occurred in both stages in the Mean scores used in both systems. In the Mean scores considered for Stage III, there occurred only one significant interaction: the fourteen-year-old females excelled the males of the same age in the Mean Evaluation of Outcome, while at age ten there was virtually no Sex difference.

On Coping Effectiveness there were no Age x Sex significant interactions in both cases but when each story was considered separately in Stage III two of these interactions were significant. One significant interaction occurred on Story Five, which concerns Classroom Authority, where males excelled females at age ten, but females excelled males at age fourteen.

On the other scales used only in Stage III for each story, various Age x Sex interactions were significant. On the story concerning Peers Aggression, in both age groups, the females received higher scores than did the males on Response Length; however this difference, in favor of females, was greater at age fourteen. Other significant interactions appeared on Story Five (Classroom Authority). These occurred for Aid/Advice, Solver, and Evaluation of Outcome. In all these cases the ten-year-old males excelled the ten-year-old females, and the fourteen-year-old females excelled the fourteen-year-old males. On Story Six (Anxiety), on Total Affect, the females received higher scores than did the males at both age levels, but this difference in favor of the females was greater at age fourteen than at age ten. For Story Seven (Nonacademic Task Achievement) the significant interactions occurred on Evaluation of Outcome, Negative Affect expressed by the Hero and in Total Affect. In the first case, that is on Evaluation of Outcome, ten-year-old males evaluated more positively the outcome of the stem about Nonacademic Task Achievement than did the females of the same age; however, among the fourteen-year-old subjects, females received the higher scores. In that same behavioral area, on Negative Affect expressed by the Hero and on Total Affect (Hero plus Others) for both age groups, the females excelled the males; however, this difference in favor of the females was greater at age ten.

Turning to the significant findings that occurred only in Stage I, the interaction Age x Sex was significant in the scale sum for Stance, where at age ten the females excelled the males but at age fourteen males excelled females.

On Coping Effectiveness, considering each story, the interaction considered in this paragraph was significant in Academic and in Nonacademic Task Achievement. In the first case, females excelled males at age ten but males excelled females at age fourteen. In the second case, males excelled females at age ten and females excelled males at age fourteen.

Socioeconomic Status

When socioeconomic status was considered as a source of variation there was only one main effect which was similar in Stage I and Stage III when Mean scores were considered. It occurred in relation to Stance; on that variable the lower class excelled the middle class. On Engagement, in Stage III, the lower class excelled the middle class and in Stage I the middle class excelled the lower class. In Stage III findings concerning Mean Instrumentality, the lower-class subjects presented more instrumental acts made by the hero across stories than did the middle-class subjects. There was no significant difference (in Persistence) in Stage I.

On Mean Initiation, also the upper-lower class excelled the upper-middle class in Stage III, while in Stage I this difference was not significant.

On the Mean scores used only in Stage III the lower class excelled the middle class on the following scales: Mean Outcome, Mean Positive Affect expressed by the Hero, and Mean Total Affect (Hero plus Others). The middle class excelled the lower class on Mean Solver.

On Mean Coping Effectiveness there were no social class significant effects in Stage III, but in the individual story scaling the lower class excelled the middle class, when the story stem presented a problem where the hero must cope with Peer Aggression (Story Three) and with Anxiety (Story Six).

These findings were not true in Stage I, where only on the Story Six (Nonacademic Task Achievement) was there a significant social class effect, and in that case the middle class excelled the lower class.

Considering the items scored only in the scaling system used in Stage III for each story there were some significant social class main effects. For Story Two, involving Interpersonal Relations, the lower class excelled the middle class on Stance, Engagement, and Positive Affect expressed by the Hero.

On Story Three (Peer Aggression), the lower class excelled the middle-class in the following dimensions: Stance, Engagement, Initiation, Evaluation of Outcome and Instrumentality. On Story Four concerning Anxiety, the lower-class subjects excelled the middle-class subjects on Engagement, Positive and Negative Affect expressed by the Hero, Total Affect and Instrumentality, and the reverse was true for Aid/Advice.

On Story Five, which concerns Classroom Authority, the upper-lower group excelled the upper-middle group in relation to Stance and Engagement; however, the middle-class subjects excelled the lower-class subjects when Solver is considered because in their responses the hero

was the solver more frequently. On Negative Affect expressed by Hero, also, the middle class excelled the upper-lower class when the hero must cope with Classroom Authority. For Story Six (Anxiety), the lower class excelled the middle class in the following items: Stance, Engagement, Initiation, Outcome, Negative Affect expressed by the Hero, Total Affect and Instrumentality. On the story concerning Nonacademic Task Achievement (Story Seven), the upper-middle group excelled the upper-lower group in relation to the dimensions of Aid/Advice, Solver and Outcome, while the upper-lower group excelled the upper-middle group in Evaluation of Outcome and in presenting a higher frequency of Positive Affect expressed by the Hero than did the upper-middle class subjects.

Turning to the Mean scores that were significant only in Stage I that were scored in both scoring systems, the findings showed a SES main effect in relation to the Mean scores of Sociability, Coping Effectiveness and Attitude toward Authority. The upper-middle class subjects presented more responses of Sociability and Coping Effectiveness than did the lower-class subjects, while the upper-lower class subjects presented a more Positive Attitude toward Authority than did the other class subjects. In relation to the scale sums used only in Stage I, the middle-class subjects presented more Affect in conjunction with the problem than did the upper-lower subjects.

In Stage I there was a significant difference in Coping Effectiveness on Story Six (Nonacademic Task Achievement) where the middle class excelled the lower class.

There were no SES x Sex interactions that were significant in both stages for the Mean scores but, when the scaling system for each story is considered, there were some significant interactions in Stage III.

On Story Three, which concerns Peers Aggression, in the upper-middle class, virtually no Sex difference occurred while in the lower class the females excelled the males in relation to Positive Affect expressed by the Hero.

In Story Five (Classroom Authority),also in relation to the Total Affect (Hero Plus Others),there were no Sex differences in the middle class, while in the lower class the girls excelled the boys. For the same story, in Instrumentality at the lower-class level the females excelled the males and at the middle-class level, the males excelled the females.

On the scales for Story Six (Anxiety) only on Implementation was there a significant SES x Sex interaction and in that case, in the upper-lower class the males excelled the females, while in the upper-middle class the females excelled.

On Story Seven (Nonacademic Task Achievement), in two scales, there were significant SES x Sex interactions and they both occurred in the same direction. On the scales of Outcome and Instrumentality lower-class males excelled lower-class females and middle-class females excelled middle-class males.

In Stage I the only SES x Sex significant interaction occurred for Story Seven Coping Effectiveness (Interpersonal Relations) where the lower-class males excelled the lower-class females and the middle-class females excelled the middle-class males.

Sex

There was only one Sex main effect which was significant in both stages. It occurred in relation to Initiation but in Stage III males excelled females and in Stage I females excelled males.

In Stage III for the other Mean scales used in both systems the males excelled the females on Implementation and on Instrumentality.

On the Mean scores used only in Stage III, the females scored higher than the males in Mean Response Length, Mean Positive Affect expressed by the Hero, Mean Negative Affect expressed by the Hero, Mean Evaluation of Outcome and in Mean Total Affect (Hero Plus Others). On the other hand the boys excelled the girls on Mean Aid/Advice which indicates that in boys' responses the hero needed less help than he did in girls' responses.

Several Sex main effects were observed for the first time in Stage III when the scoring system was applied to each story. The most consistent finding involved Response Length. The girls differed significantly from the boys on all stories, except on Story Six (Anxiety) and the findings showed that the females scored higher than the males. Other consistent finding involved the affective behavioral area. In all the cases where Sex appeared as a significant source of variation, the females scored higher than the males. This occurred in the following cases: Positive Affect expressed by the Hero (Stories Two, Three, and Five), Negative Affect expressed by the Hero (Stories One, Four, Six, and Seven) and Total Affect (Stories Two, Four, Six, and Seven). There were other results by story that did not present the same consistency. On Story One (Academic Task Achievement) the male responses of Self-Implementation excelled the female responses. For Story Four (Anxiety) the males excelled the females on Outcome. For the story concerning Anxiety (Story Six) the females excelled the males on the Evaluation of Outcome. For the Story Seven (Nonacademic Task Achievement) the males scored higher than the females on the following scales: Solver, Implementation, Outcome, and Coping Effectiveness.

Significant in Stage I, but not scored in Stage III, was the greater Frequency, by males than by females, of Affect expressed in conjunction with the problem. In Stage I, in Coping Effectiveness scored by each story, the girls excelled the boys in the stories concerning Task Achievement, Fathers' Authority, Aggression and Mothers' Authority. The males excelled the females on Coping Effectiveness in the story concerning Anxiety.

INTERPRETIVE COMMENTS AND IMPLICATIONS

Age Differences

Considering the total of possible significant findings and the results that appeared actually as significant, it must be said that age appears to have no consistent effect on the Coping Style and its dimensions.

The considerable body of data that was described earlier showed that there were only a few cases in which the findings concerning age are similar or identical in Stage I and Stage III. The main effect of Age variable was consistent in both stages, only in some cases that will be considered, now.

On the Occupational Values instrument, similar results concerning age appeared in relation to the values: Esthetics, Prestige, Follow-Father, Independence, Associates, Success and Intrinsic Values. As the same did not occur in relation to the other values it is possible to carry out the hypothesis, that for Brazilian children, Age is a significant variable in relation to some values only.

This argument starts from the observation that, in growing up, children have their values shaped by other variables besides Age. In that case, Age as a main factor could be important only to the values just quoted.

Concerning coping theory, a very general proposition can be made: for children, when engaged in problem-solving situations that involve Occupational Values, Age is an important variable only in relation to some values. The implications of this for educational practice could be made only in terms of educators' expectancies being different in relation to the children's reaction concerning some values.

On the Occupational Interest Instrument the Age main effect was similar in Stage I and Stage III in Occupational Aspiration, Occupational Expectation, Discrepancy between Father's Occupation and Child Aspiration. The tentative formulation to explain the data concerning the Occupational Values may also apply to the aspiration data.

Similar results were found also in relation to Educational Aspiration in both stages, where main Age effect showed that as children grow up they present consistently a higher educational aspiration. Possibly this occurs not because Age is the only one factor having a relevant influence in that aspect. The teen-ager has also a more correct perspective of the needing of education in our society and about the diversification of careers that can be opened to a person by education.

Age is a variable that is important in relation to coping with problems in Educational Aspiration and it is important to educators to consider their relevancy, as it could be important to problems concerning motivation to study or to go to school.

On the various behavioral areas considered in the Sentence Completion instrument, Age was a variable that presented a consistent effect in both stages only in some specific cases of the following behavioral areas: Interpersonal Relations, Authority, Anxiety, Total Score and Parent/Child Interaction. However, as this occurred, in each area, for different Coping Style dimensions, it is not possible to draw conclusions about the relevancy of the Age variable, even in the behavioral areas just cited. One or two examples could make clearer that aspect: for Stance, Age was a significant variable in the area of Interpersonal Relations, Authority and Total Score, but not for other behavioral areas. In the area of Anxiety, Age was significant only for the Coping Style dimensions and Effectiveness, in both stages.

These findings could be explained in terms of the possibility of slight changes in the make-up of the samples between Stage I and Stage III. or in the fact that the instrument did not make it possible to discriminate very well the effect of the variable just considered. In all the cases, it is very difficult to consider the implications of these findings for coping theory or of educational practice.

On the Story Completion instrument the findings showed very few similar results in both stages that could be considered as an effect of Age variable. Only in Stance and Persistence the results were consistent in the Mean Scores evaluated for both stages. As the stories were modified and the scoring and scaling systems extensively changed in Stage III, it is difficult to discuss comparatively the findings in both stages. But even in that situation it was possible to find consistency of Age effect in relation to some coping dimensions in each stage, or even in both.

Considering the results of the two projective instruments used in the present research it appears that the Story Completion is more suitable to the study of the effect of age on Coping Style dimensions.

For coping theory, Age could be considered a very important variable as it is a human characteristic to change the style of coping with problems. But the findirgs of the research in relation to Brazilian sample were not consistent, showing the need of more studies on the effect of that variable. It is important for teachers to know that children of different ages can select different ways to cope with problems of their lives.

When the variable Age is considered in its interactions with other variables, the picture is not firm. Really there were a very few results that presented as a consistent finding, similar or identical results, in both stages.

Considering the significant findings of the Age x SES interaction, the only consistent result in both stages, in the Aptitude and Achievement instruments,occurred in relation to Reading. In that case, in both age groups the upper-lower class subjects presented lower results than the upper-middle class subjects. These findings showed that the interaction is very important when the children have to face the Reading task. Since in Brazil there are, until now, no programs of remedial education of the culturally disadvantaged children, the results could be expected in the direction that they appeared.

In view of these findings it is possible to suggest the use of remedial reading programs in the upper-lower class schools.

Also in the expected direction was the influence of the interactions Age x SES in relation to Educational Aspiration, where the middle class excelled the lower class in both age groups.

The children of the upper-middle class when growing up have more opportunities, more information, and more ambiental stimulation concerning education than have the upper-lower class children. This situation has implications in the way they cope with educational problems and in their educational aspirations. Teachers must be prepared to guide the children in that aspect,specially the lower-class pupils.

On the projective instruments the results were not more consistent. On the Sentence Completion instrument there were only two cases where the interaction Age x SES was similar and in the same direction in both stages. One occurred in relation to the Frequency of Positive Affect in the behavioral area of Authority, and the other in Attitude on the Total Score. On the Story Completion instrument there were no similarities on the results of the aspects measured in both stages, but the findings of both stages, scored by a different scoring system, suggested for some behavioral areas the possibility of influence of the considered interaction. There is a need of further research to explain this subject.

These same assumptions could be made in relation to the interaction Age x Sex, as there were only a very few similar results in both stages. One occurred in relation to Educational Aspiration, where males received higher scores than females in both ages, in both stages. That is in accord with our social premises that considered the formal education more important to males than to females. Two other similar results appeared in the Sentence Completion: one in relation to Stance on Aggression, where females excelled males at age ten and males excelled females at age fourteen; the other in the Coping Effectiveness Total Score. On the Story Completion instrument the different system of scoring the results did not permit close comparison, and only some similar tendency could be observed. In a general way, the same assumptions about the interaction Age x SES could be made in relation to both instruments.

In order to do a summary of the findings concerning the effect of the Age variable on the differences of Coping Style dimensions it must be said that its effect was not very strong or very consistent in both stages. If, to its main effect would be added the effect of its interaction with other variables their role in the coping behavior possibly would be more relevant to coping theory.

Social Class Differences

An examination of the data concerning the effect of social class (SES) on the Coping Style differences showed that this variable had a significant effect only in some specific dimensions in some behavioral areas. As in the case of the Age variable, it must be taken into consideration that in relation to the total of possible relations considered, only a few were significant and so the findings must be interpreted with caution.

On the area of Aptitude and Achievement, social class was a significant variable, in both stages, for Reading and for the Raven Aptitude measure, where the upper-lower class scored lower than the upper-middle class. This result is in accord with a great part of the literature about this subject: it appears that social class has implications in that behavioral area. As social class (SES) is a very complex variable it is difficult to say of that complex, what aspect is more likely to cause differences in the behavior. A variety of studies have showed that environmental stimulation has a very important role in intellectual development and in the development of the language. So it is possible that this aspect would be important also for the Coping Style dimensions in various behavioral areas. The informal education that occurred at home and in the environment around the house appeared to give less conditions to the development of the upper-lower class children. The implications for educational practice is evident: there is a great need for educational programs that could make it possible to change the situation of the lower-class children.

On Occupational Values the results in both stages were similar in relation to the following values: Esthetics, Security, and Follow-Father. In relation to Social Class (SES), only some values appeared to be relevant, same as in the Age variable. In relation to the coping theory it is necessary to search further the relation between Occupational Values and Social Class. In relation to educational practice, it must be taken into consideration that children from different social classes have different values.

In relation to the responses of the subjects to the Occupational Interest instrument, the findings which were similar in both stages occurred in relation to Child's Occupational Aspiration, Child's Occupational Expectation and in relation to the Discrepancy between Father's Occupation and Child's Aspirations.

From an analysis of the data it is possible to say that the social class variable (SES) is consistent in its effects, when the child must face problems of Occupational Aspiration and Expectation. Its effects are in accord with what could be expected, since the children of upper-middle class excelled the children of the upper-lower class in relation to aspiration and expectation. On the other hand, the subjects of the upper-lower class excelled the subjects of the upper-middle class in the quoted discrepancy: this is easy to understand as the lower status children want to improve their social status.

The findings concerning Occupational Interests can present some implications for coping theory. Social class appears to be an important variable that interferes with the Coping Styles of the child, when he has to face problems in the professional area or when he has to consider the level of school he wants to follow.

When students come from the upper-lower class, they appear to have less motivation for higher educational levels or occupations, possibly because they know the social and economic barriers to such mobility. On the other hand, they want to do more than their parents did and want to engage, in the future, in an occupation higher than the one of their parents. This fact must be taken into consideration by the teacher who teaches different social classes.

In accord with these same theoretical considerations were the findings of Educational Aspiration, where upper-middle class subjects excelled upper-lower class subjects, in Stage I and Stage III.

On the projective instruments the main effect of the social class was not very consistent in Sentence Completion and as the system of scoring and the items of the Story Completion were very different in both stages, the conclusions cannot be drawn with security or validity.

In the Sentence Completion instrument similar results in both stages occurred only four times in all the possible relations. That happened in relation to Attitude toward Authority, Frequency of Depressive and Neutral Affect, and Interpersonal Relation, and in Coping Effectiveness in relation to Authority. So, conclusions must be taken with caution. The findings should be taken as clues that social class (SES) can be an important variable to various behavior areas, that could be relevant to the Coping dimensions. But as the results of the two stages were so weakly consistent, there is a need of further research in order to know more precisely the role of the considered variable.

The findings of the Story Completion instrument cannot permit conclusions because there are real differences in the instrument and in the scoring system which prevent valid comparisons between Stage I and Stage III, but in both stages these findings suggested the relevancy of the social class variable for Coping dimensions in all behavioral areas. It must be added that on the Mean scores of similar scoring system in both stages, there was a consistent finding on Stance. All these findings point out that it would be of great interest to the development of the Coping Behavior Theory to do more research about the influence of the SES variable.

The interaction of SES x Sex was consistently significant only in one case, where lower-class boys excelled the girls of the same class on Raven, and upper-middle class boys were lower than upper-middle class girls on the same instrument in both stages. Under this condition it is impossible to draw some conclusion about the role of this interaction on the Coping Style dimensions.

Sex Differences

The main effects of the Sex variable that were consistent in both stages occurred in very specific behavioral areas or in relation to some particular Coping dimension.

On the behavioral areas involving Occupational Values, Occupational Interests and Educational Aspirations, the results were very consistent and in accord with our social premises that considered that males and females would have different values and interests, and also that males would show higher Educational Aspiration than females. The consistency of data in that instrument suggested that the variable Sex has a relevant role in the coping theory. When persons must face problems at occupational level it is possible that their sex will determine their behavior, at least in part. This fact has implications for educational practice of males and females, as they present different values and interests in relation to education and in relation to their future occupation.

On the Sentence Completion instrument, in a few cases only, the main effect of the variable Sex was consistent in both stages. As has been said, in the first part of the report of the Analysis of Variance of Means, it is in the affective responses that the data were more consistent and in the socially expected direction, that is, females generally presented more Depressive Affect than males, and males more Neutral Affect than females. These findings appear to support the idea that Sex is a relevant variable to the affective dimension of Coping behavior. For the other behavior areas and Coping dimensions the data dispersion and the low consistency between the findings of both stages did not permit conclusions.

The differences of items and scoring system considered in relation to the Story Completion instrument did not permit conclusions about the Sex variable, but the findings of each stage suggested that this variable is relevant for various Coping Behavior dimensions, specially for Affect and Coping Effectiveness.

Overall, the data about the influence of the variables Age, Sex, and socioeconomic (SES) level showed that they could be relevant to the Coping Behavior theory, but the data were not conclusive because in the comparisons between Stage I and Stage III the findings were not in the same direction all the time. The data concerning the instruments that were used only in one stage, or that presented differences in form or in scoring system in both stages, presented suggestions in the same direction.

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4
BRAZIL	RAVEN	MATHEMATICS ACHIEVEMENT	READING ACHIEVEMENT	GRADE POINT AVERAGE
10 UL M	.06	8(-) -.34	-.22	.10
F	8(-) -.39	7(-) -.32	7(-) -.40	-.00
UM M	.08	.22	3(+) .34	-.06
F	.25	2(+) .44	.27	-.03
14 UL M	-.15	-.11	6(-) -.38	-.07
F	-.11	1(+) .46	8(-) -.61	1(+) .43
UM M	-.06	-.28	2(+) .38	8(-) -.20
F	1(+) .31	-.05	1(+) .60	-.17
AGE				
SES	L < M		L < M	L > M
SEX		M < F		
AGE-SES		10L < 10M 14L > 14M	10L < 10M 14L < 14M	
AGE-SEX				
SES-SEX	LM > LF MM < MF			

VARIABLES	5	6	7	8	9	10	11	12	13
BRAZIL	BEHAVIOR RATING SCALE								
	Total Positive Acs. Task. Ach.	Total Positive Authority	Total Positive Interper. Rela.	Total Positive Implementation	Total Positive Self-Assertion	Total Positive Initiation	Total Positive Solver	Total Positive Aggression	Total Pos. Anxiety
10 UL M	1.19	1.11	.96	1.16	1.00	1.02	1.22	1.08	1.09
F	.92	1.04	.98	1.17	1.01	1.10	.96	.75	.99
UM M	1.36	1.00	1.00	1.26	.92	1.11	1.26	.95	.99
F	74	1.17	.96	.88	.89	.85	.79	.67	.97
14 UL M	1.06	.75	.95	1.01	.96	.96	.91	1.03	1.00
F	1.08	.71	.81	1.07	.84	.98	.86	.86	.89
UM M	1.09	.93	.80	.91	.53	1.06	.69	.93	.91
F	1.21	.97	1.05	1.23	.86	1.17	.85	.98	1.09
AGE							10 > 14		
SES									
SEX								M > F	
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
BRAZIL - STAGE VII
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
BRAZIL	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8(-) 6.36	5.59	8(-) 6.56	1(+) 5.95	8.15	7.68	7.73	7.09	6.61
F	7.68	1(+) 6.34	6(-) 6.84	5.27	8(-) 9.08	8.13	8.60	7.17	6.31
UM M	6.38	4.70	7(-) 6.79	5.35	8.39	7.52	7.74	8.02	6.20
F	6.98	4.81	6.96	4.83	8.57	8.99	9.05	7.92	8(-) 5.20
14 UL M	6.69	5.16	8.51	4.81	9.73	7.85	8(-) 7.55	7.76	1(+) 6.95
F	1(+) 8.44	3.61	3(+) 8.95	4.91	1(+)10.18	8.80	8.42	7.33	6.55
UM M	6.56	8(-) 3.13	2(+) 9.40	5.12	9.57	8.03	7.86	1(+) 8.76	6.30
F	8.16	4.86	1(+) 9.82	8(-) 3.71	9.59	7.70	1(+) 9.25	8(-) 6.76	6.15
AGE	10<14	10>14	10<14	10>14	10<14				
SES		L>M							L>M
SEX	M<F			M>F		M<F	M<F	M>F	
AGE-SES									
AGE-SEX								10M=10F 14M>14F	
SES-SEX									

VARIABLES	23	24	25	26	27	28	29	30
BRAZIL	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	2(+) 8.42	7.47	7.50	7.27	6.49	3(+) 6.13	6.68	7.36
F	7.18	6.70	7.50	7.72	6.32	5.16	7.05	6.95
UM M	1(+) 8.43	1(+) 7.67	8(-) 6.35	8(-) 7.27	6.30	1(+) 7.89	8(-) 6.60	1(+) 7.46
F	7.03	5.88	6.75	8.11	7.43	2(+) 6.49	7.12	6.86
14 UL M	7.61	6.96	7.19	8.03	6.48	6(-) 3.72	6.85	7.17
F	7(-) 6.23	5.87	1(+) 8.68	8.45	6.77	8(-) 1.81	7.16	6.82
UM M	6.43	7.29	6.81	8.35	6.58	4.83	6.93	7.08
F	8(-) 5.51	8(-) 5.75	7.53	1(+) 9.89	7.38	7(-) 2.94	1(+) 7.21	8(-) 6.77
AGE	10>14		10<14	10<14		10>14	10<14	10>14
SES			L>M			L<M		
SEX	M>F	M>F	M<F	M<F	M<F	M>F	M<F	M>F
AGE-SES								
AGE-SEX			10M<10F 14M<14F					
SES-SEX								

FIGURE 1

BRAZIL - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31 *	32 *	33 *	34	35	36 *	37	38	39	40	41	42
BRAZIL	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.	Father Occ./ Child Asp.	Child's Edu. Asp.	Task Achievement	Authority	Aggression	Interper. Relations	Anxiety	Total Score
10 UL M	1.94	1.79	7(-) 4.70	8(-) 5.85	2(+) 8.76	7(-) 1.51	.87	.85	.79	8(-) .66	.88	.81
F	8(-) 2.65	8(-) 2.63	8(-) 4.80	5.94	4(+) 8.14	8(-) 2.00	.93	1(+) .92	.84	.72	8(-) .81	.85
UM M	1.46	2(+) 1.45	2(+) 1.68	5.98	6(-) 6.22	3(+) 1.06	.91	.89	.75	.70	1(+) .92	.83
F	7(-) 2.12	2.17	1(+) 1.62	6.04	8(-) 5.51	6(-) 1.42	.94	.87	.79	.76	.85	.84
14 UL M	2(+) 1.44	1.90	6(-) 4.64	1(+) 6.46	1(+) 9.20	1.18	.96	.88	.72	.72	.88	.83
F	1.96	7(-) 2.20	5(-) 4.60	6.26	3(+) 8.64	1.32	.96	.91	1(+) .87	.77	.91	1(+) .88
UM M	1(+) 1.41	1(+) 1.38	4(+) 2.04	5.95	5(-) 6.67	1(+) 1.02	.90	.82	8(-) .68	.74	.85	8(-) .79
F	1.57	1.59	3(+) 1.70	6.09	7(-) 6.09	2(+) 1.04	.91	8(-) .80	.78	1(+) .82	.90	.84
AGE	10 < 14	10 < 14		10 < 14	10 < 14	10 < 14				10 < 14		
SES	L < M	L < M	L < M		L > M	L < M		L > M	L > M			
SEX	M > F	M > F			M > F	M > F			M < F	M < F		M < F
AGE-SES			10L << 10M 14L < 14M	10L < 10M 14L > 14M		10L << 10M 14L < 14M	10L < 10M 14L > 14M	10L = 10M 14L > 14M				
AGE-SEX		10M >> 10F 14M > 14F				10M >> 10F 14M > 14F			10M < 10F 14M << 14F		10M > 10F 14M < 14F	
SES-SEX												

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
BRAZIL	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinxic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M										
F										
UM M										
F										
14 UL M	.55	.71	1(+) .74	.39	.53	.65	.65	.15	4(-) .50	4(-) .70
F	.54	.66	.60	.33	.51	.65	.58	1(+) .29	3(-) .61	.85
UM M	.70	.62	.61	.47	.55	.67	.55	.17	2(+) .86	.90
F	.57	.63	4(-) .57	.34	.53	.69	.55	4(-) .10	1(+) .89	1(+) .95
AGE										
SES								L > M	L < M	L < M
SEX										M < F
AGE-SES										
AGE-SEX										
SES-SEX								LM < LF MM > MF		

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
BRAZIL	VIEWS OF LIFE									
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantesy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	.70	.52	.69	.53	.57	.78	4(-) .61	1(+) .80	.82	2(+) .60
F	.73	.51	1(+) .74	1(+) .58	.46	.78	.65	.65	.87	3(-) .59
UM M	.68	.63	.58	.39	.62	.64	1(+) .75	.73	.78	1(+) .61
F	.77	.56	4(-) .54	4(-) .38	.54	.59	.74	4(-) .54	.74	4(-) .58
AGE										
SES			L>M	L>M		L>M	L<M			
SEX								M>F		
AGE-SES										
AGE-SEX										
SES-SEX										

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VARIABLES	64	65	66	67	68	69	70	71	72
BRAZIL	SENTENCE COMPLETION								
	T A S K A C H I E V E M E N T								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.20	3.84	2.99	1.01	3.78	01	.04	.91	.03
F	2.19	3.88	2.83	.92	3.65	.02	.05	.88	.05
UM M	2.14	3.96	2.92	1.09	3.82	.01	.03	.93	.03
F	2.12	4.17	3.14	1.10	3.96	.03	.02	.95	.01
14 UL M	1(+) 2.34	3.97	3.02	1.23	3.86	.02	.04	.89	.05
F	2.30	3.84	2.99	1.25	3.75	.02	.03	.88	.07
UM M	8(-) 2.00	3.72	2.85	1.17	3.61	.03	.01	.93	.03
F	2.05	3.90	3.02	1.25	3.80	.03	.04	.92	.01
AGE				10<14					
SES	L>M							L<M	L>M
SEX									
AGE-SES	10L>10M 14L>>14M								
AGE-SEX									
SES-SEX									

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
BRAZIL	SENTENCE COMPLETION								
	I N T E R P E R S O N A L R E L A T I O N S								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1(+) 2.61	2.01	1.37	.23	2.41	.18	.17	.66	.00
F	2.52	1.97	1.35	.23	8(-) 2.34	.16	1(+) .31	8(-) .54	.00
UM M	2.58	2.10	1.37	.24	2.43	.18	.18	.65	.00
F	2(+) 2.58	2.23	1.40	.26	2.58	.12	.23	.66	.00
14 UL M	2.36	2.30	1.67	.41	2.77	.11	7(-) .15	.75	.00
F	2.42	2.29	1.64	.41	2.75	.09	2(+) .29	.63	.00
UM M	7(-) 2.18	2.52	1.53	.35	1(+) 2.78	.12	8(-) .12	1(+) .77	.01
F	8(-) 2.14	2.34	1.58	.38	2.73	.09	.23	.69	.00
AGE	10 > 14	10 < 14	10 < 14	10 < 14	10 < 14	10 > 14		10 < 14	
SES	L > M						L > M	L < M	
SEX							M < F	M > F	
AGE-SES	10L < 10M 14L > 14M								
AGE-SEX									
SES-SEX								LM >> LF MM > MF	

VARIABLES	82	83	84	85	86	87	88	89	90
BRAZIL	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1(+) 2.59	8(-) 2.38	1.74	.51	3.36	.12	.22	.67	
F	2(+) 2.57	2.52	1.76	.54	3.26	8(-) .06	1(+) .35	.59	
UM M	3(+) 2.57	7(-) 2.40	1.73	.52	3.18	.13	.21	.67	
F	2.53	2.52	1.77	.56	3.20	.13	.27	.61	
14 UL M	2.32	2(+) 3.11	1(+) 1.84	.63	1(+) 3.57	.11	.16	.73	
F	6(-) 2.12	2.77	1.75	.59	3.10	.14	.29	8(-) .58	
UM M	7(-) 1.77	1(+) 3.40	1.64	.59	3.34	.18	8(-) .05	1(+) .77	
F	8(-) 1.70	2.73	8(-) 1.54	.51	8(-) 2.87	1(+) .24	.17	.59	
AGE	10 > 14	10 < 14				10 < 14	10 > 14		
SES	L > M		L > M		L > M	L < M	L > M		
SEX		M > F			M > F		M < F	M > F	
AGE-SES	10L > 10M 14L >> 14M		10L = 10M 14L > 14M						
AGE-SEX		10M < 10F 14M > 14F			10M > 10F 14M >> 14F			10M > 10F 14M >> 14F	
SES-SEX									

FIGURE 1

BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
BRAZIL	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.13	3.17	2.18	.75	3.27	.09	.17	.73	.00
F	2(+) 2.17	8(-) 2.98	2.14	.71	8(-) 3.15	.09	1(+) .25	8(-) .65	7(-) .00
UH M	2.17	3.18	2.11	.74	7(-) 3.21	.11	.17	.72	8(-) .00
F	2.02	3.16	2.10	.70	3.39	.08	.18	.73	.01
14 UL M	1(+) 2.23	1(+) 3.75	1(+) 2.53	1(+) .99	2(+) 3.72	.07	7(-) .09	.81	.02
F	2.09	3.15	8(-) 2.08	8(-) .70	3.30	.07	2(+) .25	.67	.02
UH M	7(-) 1.73	3.73	2.32	.86	1(+) 3.74	.05	8(-) .07	1(+) .82	2(+) .05
F	8(-) 1.57	3.18	2.16	.74	3.52	.05	.15	.74	1(+) .07
AGE	10 > 14	10 < 14	10 < 14	10 < 14	10 < 14	10 > 14	10 > 14	10 < 14	10 < 14
SES	L > M						L > M		L < M
SEX		M > F	M > F	M > F	M > F		M < F	M > F	
AGE-SES	10L > 10M 14L > 14M								10L = 10M 14L < 14M
AGE-SEX		10M > 10F 14M >> 14F	10M > 10F 14M >> 14F		10M < 10F 14M > 14F				
SES-SEX									

VARIABLES	100	101	102	103	104	105	106	107
BRAZIL	SENTENCE COMPLETION							
	A G G R E S S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	3.06	2(+) 1.99	1(+) .45	2.62	.25	.14	.61	
F	1(+) 3.34	1(+) 2.13	2(+) .43	2.79	.24	1(+) .23	.53	
UH M	3.07	1.48	.17	2.44	.25	.13	.62	
F	3.10	3(+) 1.92	.35	2.55	.29	.16	.55	
14 UL M	3.10	1.45	.21	2.35	.35	.10	.55	
F	2.60	6(-) 1.39	7(-) .16	2.50	.32	.06	.62	
UH M	2.65	7(-) 1.39	.21	2.39	.31	8(-) .06	.63	
F	8(-) 2.12	8(-) 1.00	8(-) .00	2.21	.35	.11	.54	
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14		
SES	L > M	L > M	L > M					
SEX								
AGE-SES								
AGE-SEX	10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F					
SES-SEX								

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
BRAZIL	SENTENCE COMPLETION TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1(+) 2.46	8(-) 2.79	1.99	.57	3.09	.12	.16	.72	.01
F	2(+) 2.44	7(-) 2.82	1.98	8(-) .55	8(-) 3.03	.11	1(+) .25	8(-) .64	.01
UM M	2.43	2.87	1.92	.56	3.05	.13	.15	.72	.01
F	2.40	2.95	2.02	.59	3.14	.12	.18	.70	.00
14 UL M	2.33	2(+) 3.20	1(+) 2.12	1(+) .72	1(+) 3.32	.12	7(-) .11	2(+) .76	.01
F	2.26	2.91	1.99	.64	3.12	.11	2(+) .20	7(-) .67	.02
UM M	7(-) 1.96	1(+) 3.22	1.96	.66	3.22	.13	8(-) .06	1(+) .79	.02
F	8(-) 1.92	2.85	8(-) 1.87	.60	3.05	.14	.15	.70	.01
AGE	10 > 14	10 < 14		10 < 14	10 < 14		10 > 14	10 < 14	10 < 14
SES	L > M		L > M				L > M	L < M	
SEX		M > F					M < F	M > F	
AGE-SES	10L > 10M 14L > 14M								
AGE-SEX		10M < 10F 14M > 14F	10M < 10F 14M > 14F		10M < 10F 14M > 14F				
SES-SEX									

VARIABLES	117	118	119	120	233
BRAZIL	SENTENCE COMPLETION TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2.45	2.14	2.31	2.25	-.18
F	2.35	1(+) 2.28	2.32	2.31	-.20
UM M	2.52	2.24	1(+) 2.39	1(+) 2.37	.30
F	2.43	2.24	2.38	2.31	.10
14 UL M	2.48	2.08	2.32	2.23	7(-) -.48
F	2.31	2.15	2.22	2.29	8(-) -.59
UM M	2.24	2.07	2.18	2.06	2(+) .53
F	2.11	8(-) 2.01	8(-) 2.08	8(-) 2.06	1(+) .56
AGE	10 > 14	10 > 14	10 > 14	10 > 14	
SES					L < M
SEX					
AGE-SES	10L < 10M 14L > 14M		10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L < 14M
AGE-SEX					
SES-SEX					

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
BRAZIL	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.72	1.64	2.60	1.70	2.58	2.60	2.64	1.86	22.88
F	1.73	1.61	2.61	1.73	2.63	2.49	2.53	1.82	22.59
UM M	1.74	1.68	2.72	1.82	2.72	2.76	2.50	1.88	23.18
F	1.76	1(+) 1.70	2.56	1.72	2.60	2.64	2.44	1.96	22.66
14 UL M	1.54	1.42	2.44	1.62	2.40	2.50	2.34	2.06	21.72
F	1.42	1.42	2.16	1.40	2.14	2.12	2.34	2.18	20.24
UM M	1.62	8(-) 1.23	2.40	1.51	2.43	2.43	2.30	1.85	20.89
F	1.49	1.08	2.33	1.49	2.31	2.31	2.27	1.96	20.35
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14
SES									
SEX						M > F			
AGE-SES		10L < 10M 14L > 14M						10L < 10M 14L > 14M	
AGE-SEX									
SES-SEX									

VARIABLES	130	131	132	133	134	135	136	137	138
BRAZIL	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	7(-) 39.02	.20	.18	.38	.94	1.98	1(+) 2.00	2.92	1.88
F	55.12	.10	.27	.43	.88	1.98	1.98	2.90	1.84
UM M	8(-) 33.44	.10	.16	.28	.88	1.96	1.96	2.96	1.96
F	44.34	.10	.26	.30	.84	1.98	1.96	2.86	1.90
14 UL M	53.10	.28	8(-) .08	.42	.86	1.98	2.00	2.92	1.80
F	2(+) 57.40	.14	.18	.30	.72	1.96	1.98	2.94	1.90
UM M	51.32	.11	.21	.40	.81	1.87	1.83	2.79	1.81
F	1(+) 69.65	.14	1(+) .37	.49	.84	1.84	8(-) 1.78	2.71	1.73
AGE	10 < 14				10 > 14	10 > 14	10 > 14		10 > 14
SES						L > M	L > M		
SEX	M < F		M < F						
AGE-SES	10L > 10M 14L < 14M					10L > 10M 14L > 14M	10L > 10M 14L > 14M		
AGE-SEX									
SES-SEX									

FIGURE 1

BRAZIL - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
BRAZIL	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	2.78	2.76	2.70	8(-) 2.30	25.16	6(-)42.24	.40	.30	.94	1.08
F	2.78	2.78	2.74	2.38	25.18	50.34	1(+) .58	.40	2(+) 1.40	1.06
UM M	2.96	2.96	2.84	2.66	1(+)26.28	8(-)34.98	.18	.20	8(-) .52	1.22
F	2.90	2.86	2.73	2.55	25.47	7(-)42.04	.33	8(-) .18	7(-) .63	1.04
14 UL M	2.70	2.72	2.78	2.46	25.40	51.66	.24	.24	1.06	1.28
F	2.86	2.88	1(+) 2.90	1(+) 2.76	26.22	3(+)57.52	.30	.20	.80	1.18
UM M	2.72	2.77	8(-) 2.36	2.40	8(-)24.19	2(+)60.15	8(-) .02	.49	.87	1.28
F	2.63	2.65	2.67	2.57	24.51	1(+)76.22	.37	1(+) .63	1(+) 1.59	1.25
AGE	10 > 14					10 < 14	10 > 14	10 < 14		10 < 14
SES							L > M			
SEX						M < F	M < F		M < F	
AGE-SES	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L > 10M 14L < 14M		10L > 10M 14L < 14M	10L > 10M 14L < 14M	
AGE-SEX										
SES-SEX										

VARIABLES	149	150	151	152	153	154	155	156	157
BRAZIL	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.90	1.92	2.84	1.58	2.30	2.34	2.62	2.22	22.78
F	1.88	1.96	2.84	1.49	2.20	2.33	2.61	2.16	22.63
UM M	1.72	1.74	2.53	8(-) 1.47	2.13	2.28	2.51	2.09	21.04
F	1.75	1.77	2.69	1.54	2.31	2.27	2.58	8(-) 2.08	21.92
14 UL M	1.88	1.98	2.92	1(+) 1.84	2.55	2.65	2.57	2.29	23.88
F	2.00	2.00	2.88	1.65	2.39	2.55	2.69	1(+) 2.57	23.94
UM M	1.82	1.79	2.72	1.59	2.36	2.41	2.36	2.23	21.95
F	1.80	1.80	2.43	1.57	2.22	2.22	2.50	2.11	21.52
AGE				10 < 14				10 < 14	
SES	L > M	L > M	L > M					L > M	L > M
SEX									
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
BRAZIL	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instrumentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	6(-)43.86	.04	.82	1.46	1.28	1.96	1.96	2.90	1.40
F	48.98	.14	.51	1.24	1.16	1.92	1.92	2.83	1.44
UM M	8(-)32.83	.06	.81	1.36	8(-) 1.04	1.92	1.96	2.90	1.60
F	7(-)41.10	.08	.75	1.29	1.13	1.96	1(+) 2.00	2.92	1.70
14 UL M	55.24	8(-) .02	.73	1.27	1(+) 1.43	1.98	2.00	1(+) 3.00	1.50
F	2(+)70.33	1(+) .22	.61	1.49	1.22	1.92	1.92	2.84	1.56
UM M	3(+)62.03	.05	.80	1.23	1.26	1.87	1.83	2.80	1.59
F	1(+)77.91	.04	.75	1.48	1.09	1.75	8(-) 1.71	8(-) 2.58	1.48
AGE	10 < 14						10 > 14		
SES					L > M		L > M		L < M
SEX	M < F	M < F							
AGE-SES	10L > 10M 14L < 14M						10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L = 14M
AGE-SEX	10M < 10F 14M << 14F								
SES-SEX		LM < LF MM = MF							

VARIABLES	167	168	169	170	171	172	173	174	175	176
BRAZIL	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four, Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instrumentality
10 UL M	2.58	2.68	2.48	1.68	23.50	7(-)47.50	.24	8(-) .24	7(-) .62	1.40
F	2.52	2.50	2.10	1.75	22.31	56.31	.15	2(+) .92	1.38	1.23
UM M	2.54	2.62	2.34	1.78	23.10	8(-)36.66	.20	6(-) .34	.74	1.10
F	2.72	2.78	1(+) 2.52	1.84	1(+)24.06	6(-)48.10	1(+) .28	7(-) .32	.88	1.14
14 UL M	2.40	2.44	2.25	1.79	22.94	62.79	.25	1(+) 1.00	1(+) 1.65	1.31
F	2.34	2.52	2.22	1.82	22.56	2(+)78.96	.22	3(+) .88	2(+) 1.40	1.20
UM M	2.70	2.72	2.48	1.85	23.54	3(+)67.91	8(-) .00	.43	8(-) .30	1.24
F	2.38	2.48	8(-) 1.92	2.06	8(-)21.38	1(+)81.63	.06	.69	.79	1.10
AGE						10 < 14	10 > 14	10 < 14		
SES							L > M	L > M	L > M	L > M
SEX			M > F			M < F		M < F	M < F	
AGE-SES						10L > 10M 14L < 14M	10L < 10M 14L > 14M		10L > 10M 14L > 14M	
AGE-SES										
SES-SEX										

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
BRAZIL	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1(+) 2.00	1(+) 2.00	2.95	1.34	2.25	2.77	2.48	2.07	23.34
F	1.87	1.87	2.79	1.21	2.21	2.74	8(-) 2.40	1.96	22.47
UM M	1.96	1.96	2.91	1.49	2.62	2.94	2.66	2.06	24.28
F	1.90	1.92	2.84	1.41	2.45	2.80	2.51	1.98	23.29
14 UL M	2.00	2.00	3.00	1.40	2.22	2.96	2.74	1.98	24.08
F	1.96	1.96	2.94	1.56	2.54	2.90	1(+) 2.86	2.36	25.04
UM M	8(-) 1.76	8(-) 1.76	2.67	1.38	2.40	2.64	2.56	2.18	22.87
F	1.89	1.89	2.87	1.48	2.61	2.87	2.52	2.22	23.67
AGE							10< 14	10< 14	
SES	L >M	L >M			L <M				
SEX									
AGE-SES		10L= 10M 14L >14M		10L< 10M 14L >14M		10L < 10M 14L >14M	10L < 10M 14L >14M		10L < 10M 14L > 14M
AGE-SEX				10M >10F 14M< 14F	10M >10F 14M< 14F			10M >10F 14M< 14F	10M >10F 14M < 14F
SES-SEX									

VARIABLES	186	187	188	189	190	191	192	193	194
BRAZIL	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	7(-)36.86	.09	.25	.39	1.00	1.88	1.90	2.76	1.55
F	52.32	.13	.26	.62	1.00	1(+) 1.94	2(+) 1.96	2.77	1.48
UM M	8(-)29.89	.09	.26	.36	1.06	1.76	1.80	2.54	1.46
F	6(-)41.00	.08	.47	.55	.98	1.79	1.83	2.56	1.29
14 UL M	49.92	8(-) .04	.20	.32	1.02	1.90	1(+) 2.00	1(+) 2.88	1.53
F	1(+)67.48	1(+) .26	.24	.68	1.10	1.70	1.72	2.54	1.24
UM M	3(+)55.16	.04	.49	.60	1.13	8(-) 1.56	8(-) 1.50	8(-) 2.19	1.42
F	2(+)66.33	.07	.37	.39	.96	1.66	7(-) 1.59	2.41	1.51
AGE	10< 14					10 >14	10 >14		
SES			L <M			L >M	L >M	L >M	
SEX	M< F	M< F							
AGE-SES	10L >10M 14L < 14M								
AGE-SEX									
SES-SEX				LM < LF MM = MF	LM < LF MM > MF				

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
BRAZIL	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	2.31	2.37	2.73	1.84	23.14	7(-)39.80	.10	.45	.67	1.12
F	2.10	2.13	1(+) 2.88	2.06	23.27	51.31	.00	.46	.69	1.08
UM M	2.09	2.24	2.67	8(-) 1.63	21.74	8(-)28.37	.02	7(-) .26	.54	8(-) .93
F	2.15	2.23	2.71	1.94	22.25	6(-)39.88	.06	.46	.88	1.04
14 UL M	2.12	2.22	2.78	2.14	23.51	53.76	.04	2(+) .69	1.00	1.20
F	1.88	1.86	2.64	2.08	21.70	2(+)73.50	.08	1(+) .88	1(+) 1.68	1(+) 1.40
UM M	2.03	2.11	8(-) 2.33	2.08	20.58	1(+)84.69	.03	8(-) .22	8(-) .14	1.03
F	2.32	2.44	2.44	1(+) 2.32	22.15	3(+)72.27	.10	.39	.78	1.02
AGE			10 > 14	10 < 14		10 < 14		10 < 14	10 < 14	10 < 14
SES			L > M		L > M			L > M	L > M	L > M
SEX				M < F				M < F	M < F	
AGE-SES						10L > 10M 14L < 14M		10L > 10M 14L > 14M	10L = 10M 14L > 14M	
AGE-SEX									10M < 10F 14M < 14F	
SES-SEX		LM > LF MM < MF								

VARIABLES	205	206	207	208	209	210	211	212	213
BRAZIL	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.84	1.88	2.71	1.04	2.35	2.69	2.86	2.71	24.12
F	8(-) 1.63	8(-) 1.60	8(-) 2.35	8(-) .92	8(-) 2.00	8(-) 2.29	8(-) 2.38	2.46	8(-)21.04
UM M	1.83	1.83	2.75	1.25	2.58	2.63	2.58	2.44	23.60
F	1.88	1.88	2.71	1.16	2.33	2.45	2.73	8(-) 2.33	23.45
14 UL M	1.88	1.80	2.82	1.20	2.53	2.76	2.69	2.49	24.27
F	1(+) 1.96	1(+) 1.96	2.90	1.12	2.28	2.80	2.50	1(+) 2.80	24.06
UM M	1.95	1.95	1(+) 2.93	1(+) 1.38	1(+) 2.88	1(+) 2.90	1(+) 2.95	2.58	1(+)25.73
F	1.86	1.86	2.77	1.27	2.61	2.66	2.86	2.50	24.73
AGE	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14			10 < 14
SES				L < M	L < M		L < M	L > M	
SEX					M > F	M > F	M > F		M > F
AGE-SES							10L < 10M 14L < 14M		
AGE-SEX								10M > 10F 14M < 14F	
SES-SEX							LM > LF MM < MF		

FIGURE 1
BRAZIL - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
BRAZIL	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	Mean Stance	Mean Engagement	Mean Initiation	Mean Aid/Advice
10 UL M	7(-)36.08	.24	.18	.37	1.18	1(+) 1.90	1(+) 1.90	2.81	1.51
F	43.02	.29	1(+) .46	1(+) 1.10	8(-) 1.02	1.85	1.84	2.73	1.45
UM M	8(-)27.96	.08	.10	8(-) .19	1.13	1.84	1.85	2.76	1.58
F	40.51	.14	.37	.92	1.22	1.86	1.87	2.74	1.53
14 UL M	43.27	.18	8(-) .10	.41	1.35	1.88	2(+) 1.90	1(+) 2.85	1.56
F	1(+)66.94	.28	.22	.62	1.22	1.85	1.85	2.74	1.49
UM M	53.03	.13	.13	.30	1.28	1.77	7(-) 1.69	2.64	1.53
F	2(+)59.64	.23	.11	.36	1(+) 1.45	8(-) 1.74	8(-) 1.66	8(-) 2.57	1.50
AGE	10 < 14		10 > 14	10 > 14	10 < 14	10 > 14	10 > 14		
SES		L > M				L > M	L > M	L > M	
SEX	M < F		M < F	M < F				M > F	M > F
AGE-SES							10L > 10M 14L >> 14M	10L > 10M 14L >> 14M	
AGE-SEX			10M < 10F 14M < 14F	10M < 10F 14M < 14F					
SES-SEX					LM > LF MM < MF				

VARIABLES	223	224	225	226	227	228	229	230	231	232
BRAZIL	STORY COMPLETION									
	Mean Solver	Mean Implementation	Mean Outcome	Mean Evaluation of Outcome	Mean Coping Effectiveness	Mean Response Length	Mean Positive Affect Hero	Mean Negative Affect Hero	Mean Total Affect Hero & Others	Mean Instru-mentality
10 UL M	2.46	2.60	1(+) 2.65	2.09	23.59	7(-)41.01	.19	.35	.69	1.15
F	2.36	2.47	2.52	2.09	22.81	50.71	.20	.46	2(+) .98	1.06
UM M	2.52	2.63	2.58	8(-) 2.08	23.32	8(-)32.06	.10	.30	7(-) .57	8(-) 1.05
F	2.49	2.58	2.60	2.10	23.30	6(-)42.72	.15	.40	.78	1.06
14 UL M	2.42	2.61	2.59	2.17	23.68	52.66	.15	.43	.86	1(+) 1.20
F	2.35	2.52	2.59	1(+) 2.37	23.39	2(+)67.50	1(+) .21	.46	1(+) 1.00	1.15
UM M	2.50	2.57	2.46	2.15	22.75	3(+)60.85	8(-) .06	.41	8(-) .56	1.13
F	2.43	2.50	8(-) 2.44	2.25	22.48	1(+)72.19	.15	.49	.85	1.09
AGE			10 > 14	10 < 14		10 < 14		10 < 14		10 < 14
SES	L < M		L > M				L > M		L > M	L > M
SEX		M > F		M < F		M < F	M < F	M < F	M < F	M > F
AGE-SES			10L = 10M 14L > 14M		10L < 10M 14L > 14M	10L > 10M 14L < 14M				
AGE-SEX				10M = 10F 14M < 14F						
SES-SEX										

FIGURE 2

BRAZIL - STAGE III

BRAZIL

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	U.L.F.	U.M.M.	U.M.F.	14 Year Olds U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Success 8.30	Success 9.77	Success 9.04	Success 9.03	Success 8.96	Success 9.11	Prestige 8.42	Intell.S. 8.60	Prestige 8.43	Intell.S. 9.05	Success 9.73	Success 10.18	Success 9.57	Assoc. 9.89
2.	Intell.S. 8.28	Indep. 9.17	Self-Sat. 8.12	Intell.S. 8.47	Creat. 7.91	Intell.S. 8.83	Success 8.15	Self-Sat. 8.13	Success 8.39	Self-Sat. 8.99	Indep. 8.51	Indep. 8.95	Indep. 9.40	Indep. 9.82
3.	Self-Sat. 8.08	Assoc. 8.68	Intell.S. 8.06	Assoc. 8.41	Indep. 7.82	Assoc. 8.54	Intell.S. 7.73	Success 8.08	Creat. 8.02	Success 8.57	Assoc. 8.03	Self-Sat. 8.80	Creat. 8.76	Success 9.59
4.	Prestige 7.77	Intell.S. 8.27	Assoc. 7.87	Indep. 8.24	Self-Sat. 7.77	Self-Sat. 8.41	Self-Sat. 7.68	Assoc. 7.72	Father 7.89	Assoc. 8.11	Self-Sat. 7.85	Surround. 8.68	Assoc. 8.35	Intell.S. 9.25
5.	Assoc. 7.59	Self-Sat. 8.10	Indep. 7.72	Self-Sat. 8.06	Assoc. 7.73	Indep. 8.14	Surround 7.50	Altruism 7.68	Intell.S. 7.74	Creat. 7.92	Creat. 7.76	Assoc. 8.45	Self-Sat. 8.03	Altruism 8.16
6.	Creat. 7.55	Creat. 7.65	Surround. 7.72	Creat. 7.87	Intell.S. 7.72	Altruism 7.82	Economic 7.47	Surround. 7.50	Economic 7.67	Variety 7.43	Prestige 7.61	Altruism 8.44	Intell.S. 7.84	Self-Sat. 7.70
7.	Surround. 7.03	Surround. 7.55	Prestige 7.36	Altruism 7.02	Prestige 7.72	Surround. 7.62	Assoc. 7.27	Prestige 7.18	Self-Sat. 7.52	Prestige 7.03	Intell.S. 7.55	Intell.S. 8.42	Economic 7.29	Surround. 7.53
8.	Economic 6.93	Altruism 7.46	Creat. 7.34	Variety 6.92	Economic 7.35	Creat. 7.30	Creat. 7.09	Creat. 7.17	Assoc. 7.27	Altruism 6.98	Surround 7.19	Creat. 7.33	Surround. 6.81	Variety 7.38
9.	Altruism 6.85	Variety 6.80	Altruism 7.29	Surround. 6.86	Surround. 6.96	Variety 6.98	Security 6.61	Indep. 6.84	Indep. 6.79	Indep. 6.96	Economic 6.96	Variety 6.77	Variety 6.58	Creat. 6.76
10.	Indep. 6.79	Security 6.49	Economic 6.75	Prestige 6.85	Security 6.52	Prestige 6.49	Indep. 6.56	Economic 6.70	Altruism 6.38	Surround. 6.75	Security 6.95	Security 6.55	Altruism 6.56	Security 6.15
11.	Variety 6.64	Economic 6.47	Security 6.61	Economic 6.65	Altruism 6.50	Security 6.05	Variety 6.49	Esthet. 6.34	Surround. 6.35	Father 6.49	Altruism 6.69	Prestige 6.23	Prestige 6.43	Economic 5.75
12.	Father 6.42	Prestige 6.45	Variety 6.52	Security 5.96	Variety 6.46	Economic 6.05	Altruism 6.36	Variety 6.32	Variety 6.30	Economic 5.88	Variety 6.48	Economic 5.87	Security 6.30	Prestige 5.51
13.	Security 6.08	Manage. 4.64	Manage. 5.24	Father 5.54	Father 5.64	Esthet. 4.91	Father 6.13	Security 6.31	Security 6.20	Security 5.20	Esthet. 5.16	Manage. 4.91	Manage. 5.12	Esthet. 4.86
14.	Esthet. 5.36	Esthet. 4.19	Esthet. 5.18	Manage. 4.75	Manage. 5.31	Manage. 4.68	Manage. 5.95	Manage. 5.27	Manage. 5.35	Manage. 4.83	Manage. 4.81	Esthet. 3.61	Father 4.83	Manage 3.71
15.	Manage. 5.35	Father 3.33	Father 4.21	Esthet. 4.38	Esthet. 4.65	Father 4.10	Esthet. 5.59	Father 5.16	Esthet. 4.70	Esthet. 4.81	Father 3.72	Father 1.81	Esthet. 3.13	Father 2.94

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

BRAZIL

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was supported at greater than the .05 level of significance since the upper-middle class children had higher Educational Aspiration levels than did the upper-lower class children.

This hypothesis was also supported in Stage I.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was verified for the Raven and for Reading Achievement and Grade Point Average. It was not verified for Mathematics Achievement.

This hypothesis was consistently verified in Stage I for all Aptitude and Achievement measures. Thus, it should be considered to have been verified overall.

> Girls will have higher Achievement scores than will boys.

Only on Mathematics Achievement did the girls score significantly higher than did the boys. On the remainder of the Achievement measures and the Aptitude measure, there were no significant Sex differences. In Stage I the hypothesis was not verified except for Grade Point Average. For the other measures the males received significantly higher scores. Thus the hypothesis must be rejected.

OCCUPATIONAL MEASURES

> Upper-middle class children will have a higher objective status level Occupational Expectation than will upper-lower class children.

This hypothesis was verified in Stage III as the upper-middle class children had significantly higher Occupational Expectations than did the upper-lower class children. This hypothesis was also verified in Stage I so it must be considered, overall, to have been verified.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis was verified in Stage III as the upper-middle class children had significantly higher Occupational Aspirations than did the upper-lower class children. This hypothesis was also supported in Stage I. Thus, overall, the hypothesis was confirmed.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will upper-lower class children.

There was no significant social class difference in the Aspiration/Expectation Discrepancy score in Stage III. Also, the hypothesis was not confirmed in Stage I, thus it must be totally rejected.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

This hypothesis was very poorly supported in Stage III, as on only four of the fifteen Occupational Values were there significant social class differences. Upper-lower class children scored significantly higher on Esthetics, Security, and Surroundings while upper-middle class children scored higher on Follow Father.

In Stage I there were significant social class differences on seven of the fifteen Occupational Values and upper-lower class children preferred Intrinsic values while upper-middle class children preferred Extrinsic values. This difference was not observed in Stage III. Thus the hypothesis was verified for Esthetics and Security, but cannot be supported for the remainder of the values.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

There was no significant social class difference on the Total Intrinsic or Extrinsic score. Also, the upper-lower class children preferred only two of the Extrinsic values (and one Intrinsic value). In Stage I the hypothesis could not be completely tested with Brazilian data since errors in the original data resulted in an inability to correctly analyze the Extrinsic Total score. Thus, the hypothesis was not supported in Brazil.

> Males will have a higher Occupational Expectation level than will females.

This hypothesis was verified with Stage III data since the males scored significantly higher on Occupational Expectation than did the

females. This finding was also observed in Stage I. Thus, the hypothesis was completely verified.

> Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was verified in Stage III since the males had significantly higher Occupational Aspirations than did the females. This finding was also observed in Stage I. Thus the hypothesis was verified overall.

> Males will prefer different Occupational Values than will females.

This hypothesis was supported to a great extent since there were eleven out of fifteen Occupational Values with significant Sex differences. The females scored significantly higher on Altruism, Self-Satisfaction, Intellectual Stimulation, Surroundings, Associates, and Variety; while the males scored higher on Management, Creativity, Prestige, Economic Returns, and Follow Father. In Stage I, also, the hypothesis was verified for the most part as ten of the fifteen Occupational Values showed significant Sex differences. Thus, overall, the hypothesis may be said to have been verified.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was supported by the overall Intrinsic score in Stage III, where the females scored higher than did the males. However, for individual Intrinsic values, on only three of the eight values did the females score significantly higher. The Stage I hypothesis with Brazilian data could not be tested since errors in the original data resulted in an inability to correctly analyze the Intrinsic Total score. Thus, while Stage III data supported the hypthesis to a fair degree, there was no information available from Stage I data.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was supported by the overall Stage III Extrinsic score where males scored significantly higher than did females. Males also scored higher on three of the seven individual Extrinsic values.

The hypothesis could not be tested with Stage I data in Brazil. Thus, based upon Stage III data alone, there was fairly good support for the hypothesis.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory there were two significant social class differences (in the areas of Authority and Aggression) which both favored the upper-lower class. The Stage I instrument was different and utilized different scales, thus direct comparisons could not be made. There was rather poor support for the hypothesis in Stage III.

Turning next to the Sentence Completion, there were three significant social class differences in the Task Achievement area, three in the Interpersonal Relations area, five in Authority, three in Anxiety, three in Aggression, and four in the Total score. That is, out of forty-eight possible differences, twenty were significant.

In Stage I, only, nine out of thirty-two possible Sentence Completion scales showed significant social class differences. Thus, overall, only modest support for the hypothesis was found in Sentence data.

In the Story Completion, of one hundred four possible significant differences, thirty-eight significant social class differences were observed, lending rather modest support only to the hypothesis. On the Total Coping Style dimension scores in Stage I, there were five (out of a possible nine) social class differences. Thus, overall, only modest support for the hypothesis was obtained from Story Completion data.

> Males will demonstrate a different style of coping than will females.

On the Social Attitudes Inventory, three of the six possible Sex differences were significant, all in favor of the females (Aggression, Interpersonal Relations, and SAI Total score). The Stage I instrument was different, but two of the four scales showed significant Sex differences. Thus, there was modest support for the hypothesis from the SAI.

Turning now to Sentence Completion, out of forty-eight possible Sex differences, thirteen were significant. In Stage I, out of thirty-two possible Sex differences, twenty were significant. This was better support for the hypothesis than was lent by Stage III data. Overall, only very modest support was shown by Sentence Completion data.

Turning next to Story Completion, of the one hundred four possible Sex differences, thirty-two of these differences were significant. Of these, nine were obtained from the Mean Coping Style scores. In Stage I, only two of the nine dimensions measured showed significant Sex differences. Thus, Stage III data lent better support to the hypothesis, but still the support was only modest.

Overall, considering all three instruments, there was only very modest support for the hypothesis.

> The difference in the style of coping between the males and the females will be consistent across all five behavior areas studied.

In Sentence Completion, the only fairly consistent Sex difference across areas involved Depressive Affect where females scored higher and Neutral Affect where males scored higher.

On the Story Completion instrument, there was a consistent tendency for the Response Length scores of females to be significantly higher than those of the males. Also, there was a consistent tendency for females to score higher on the Affect scales, whether Positive or Negative Affect of the Hero, or for Total Affect. Thus, except for the Affect dimensions and for Response Length, the hypothesis must be rejected.

The same Sentence Completion findings were observed in Stage I regarding Neutral and Negative Affect. Stage I Story Completion data was not the same since the consistent dimensions in Stage III were not measured in Stage I, though there was data from Story Completion indicating that males expressed more Neutral Affect than females.

Thus, overall, the hypothesis of consistency was upheld for the Affective dimensions (and for Story Completion Response Length), but not for any of the remaining Coping Style variables.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will the upper-lower class children.

On the Sentence Completion Coping Effectiveness measures, in none of the five areas did the upper-middle class excel on Coping Effectiveness in Stage III. In Stage I, the upper-middle class excelled only in the area of Aggression. Thus, Sentence Completion data did not support the hypothesis in either study.

Turning to the Story Completion, in none of the stories did the upper-middle class children excel, though the upper-lower class excelled on two of the Coping Effectiveness scores. In Stage I, the upper-middle class scored significantly higher on only one story, and also scored higher on Total Coping Effectiveness.

Thus, Story Completion data did not lend very good support to the hypothesis and it should, overall, be rejected.

BRAZIL INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among the Achievement Criterion measures.

In Stage III, of the ten correlations analyzed, seven were significant, three at age ten and four at age fourteen. Aptitude correlated most frequently (five of six times) with the other achievement measures, with Mathematics being the second best predictor. The correlations ranged between .19 and .46 with the highest being that between Mathematics and GPA at age fourteen. GPA, overall, had the least correlations with other variables.

In Stage I, of the six correlations tested, all six were significant at both age levels. The correlations ranged between .21 and .38 with the highest being, again, between Mathematics and GPA, except in this instance, at age ten.

Taking the results of the two studies together, it may be said that the hypothesis was rather strongly confirmed.

Hypothesis 2: There will be positive relationships between the Criterion and the Peer BRS Criterion measures.

Of the fifty-four correlations examined, forty-one were significant, all in the predicted direction. Of these, twenty-four were in the ten-year-old sample and seventeen in the fourteen-year-old sample. Those items which correlated most poorly with other variables were Self-Assertion (four nonsignificant), and both Interpersonal Relations and Aggression (three each nonsignificant).

The correlations ranged between .14 and .43. The two highest (.43) were between GPA and both Academic Task Achievement and Initiation at age fourteen. GPA was most frequently correlated with BRS variables compared to the other two achievement measures.

In Stage I, all forty-eight correlations were significant in the predicted direction. The correlations ranged between .11 and .69. The highest (.69) was between Academic Task Achievement and GPA at age fourteen. In general, all correlations with GPA were among the highest; while those with Mathematics Achievement were among the lowest.

In summary, it may be said that this hypothesis was highly confirmed in both studies.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six correlations examined in Stage III, ten were significant in the predicted direction (excluding correlations with the Total score). Fourteen were correlated significantly in the direction opposite from that predicted. Of those significant in the predicted direction, five were at age ten and five at age fourteen. (Those significant in the opposite direction were also divided equally between the two age groups.) There were eight correlations (four pairs) significant at both age levels. These were: (a) Self-Satisfaction with Altruism, (b) Creativity with Intellectual Stimulation, and (c) Variety with both Intellectual Stimulation and Creativity. Significant at age ten only was the relationship between Intellectual Stimulation and Altruism; while at age fourteen only Self-Satisfaction and Intellectual Stimulation were correlated positively. Variety had the largest number of positive correlations, followed by Self-Satisfaction, Intellectual Stimulation, and Creativity. The (positive) correlations ranged between .15 and .46. The highest (.46) was between Intellectual Stimulation and Variety at age fourteen.

Of the sixteen correlations with the Total Intrinsic score, thirteen were significant, all in the predicted direction. The highest (.52, .54) were those involving Intellectual Stimulation, followed by Creativity and Altruism. Considering the large number of negative correlations, the Total score does not appear to be a good indicator of the individual correlations.

In Stage I, of the fifty-six correlations, eleven were significant in the predicted direction. Of these eight (or four pairs) were significant at both age levels. These were: (a) Altruism and Self-Satisfaction, (b) Intellectual Stimulation with Creativity and Variety,and (c) Creativity with Variety. Significant at age ten only was the relationship between Management and Altruism. Significant at age fourteen only was the relationship between Intellectual Stimulation and both Altruism and Self-Satisfaction. (In Stage I there were twenty-eight correlations significant in the direction opposite from that predicted.)

The positive correlations ranged between .18 and .39. The highest (.38, .39) were between Intellectual Stimulation and Variety. All scores were positively correlated with the Intrinsic Total score, suggesting that this Total Intrinsic score was not a good representation of the Intrinsic concept.

In conclusion, the data from neither study lent much support to the hypothesis and it should be rejected. The "Intrinsic" concept seems best defined by Altruism, Self-Satisfaction, Intellectual Stimulation, Creativity, and Variety in both studies.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Of the forty-two correlations examined for Stage III, four were significant in the predicted direction (with fourteen significant in the opposite direction). Of these, three were at age fourteen and one at age ten. There were two correlations (one pair) significant at both age levels. These were between Prestige and Economic Returns. Significant at age fourteen only were the relationships of: (a) Follow Father with Security, and (b) Associates with Surroundings.

The positive correlations ranged between .14 and .42 with the highest being between Prestige and Economic Returns at age fourteen.

All but three of the correlations with the Extrinsic Total score were significant in the predicted direction. Thus the Total score did not appear to be a good representative of the Extrinsic measure. Surroundings in both age groups and Associates at age fourteen were not correlated with the Total score. Economic Returns and Prestige were the most highly correlated with the Total score.

In Stage I, of the forty-two correlations, only seven of the correlations were significant in the predicted direction with three at age ten and four at age fourteen. There were six correlations (three pairs) significant at both age levels. They were: (a) Surroundings with Associates and Security; and (b) Prestige with Economic Returns. Significant at age fourteen only was the relationship between Success and Economic Returns. As in Stage I, there were a large number of significant correlations in the direction opposite from that predicted (nineteen). However, all but one value was positively related to the Extrinsic Total score (Surroundings at age ten). The highest correlation with the Total score was from Economic Returns.

In conclusion, neither Stage I nor Stage III findings lent support to the hypothesis, which must, therefore, be rejected.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Of the one hundred and twelve correlations examined for Stage III, forty were significant in the predicted negative direction. Of these, twenty were at age ten and twenty at age fourteen. Of these thirty (or fifteen pairs) were significant at both age levels. These were: (a) Success with Esthetics; (b) Security with Intellectual Stimulation; (c) Prestige with Altruism, Self-Satisfaction, Intellectual Stimulation, and Variety; (d) Economic Returns with Altruism, Self-Satisfaction, Intellectual Stimulation, and Variety; (e) Surroundings with Management and Variety; (f) Associates with Management; and (g) Follow Father with Independence and Intellectual Stimulation.

Significant at age ten only were the following relationships: (a) Variety and Altruism with Follow Father, (b) Independence with Security, (c) Management with Success, and (d) Creativity with Surroundings. Significant at age fourteen only were the following relationships: (a) Independence with Prestige, and (b) Creativity with Associates.

There were eleven correlations which were significant in the opposite direction from that predicted. The correlations in the predicted direction ranged between -.14 and -.46. The highest was between Altruism and Prestige at age ten.

The Extrinsic values which were most often correlated with Intrinsic values were Prestige and Economic Returns. The Intrinsic values which were most often correlated with the Extrinsic values were Variety and Intellectual Stimulation.

Of the fourteen correlations of the Extrinsic values with the Intrinsic Total score, ten were significant in the predicted negative direction. Those not significant involved Surroundings and Associates. Of the sixteen correlations of Intrinsic values with the Extrinsic Total score, fourteen were significant, all in the predicted direction. Missing were those of Esthetics at age ten and Management at age fourteen. The highest correlation was that with Intellectual Stimulation (-.52, -.54). The strongest correlation of an Extrinsic value with the Intrinsic value totals was for Economic Returns (-.53, -.56).

In Stage I, of the one hundred and twelve correlations, forty-eight were significant in the predicted direction. Of these, twenty-three were in the ten-year-old sample and twenty-five in the fourteen-year-old sample. There were thirty-two correlations (sixteen pairs) which were significant at both age levels. These were: (a) Altruism with Prestige and Economic Returns; (b) Esthetics with Success, Security, Surroundings, and Follow Father; (c) Self-Satisfaction with Prestige and Economic Returns; (d) Intellectual Stimulation with Security, Prestige, and Economic Returns; (e) Creativity with Security, Surroundings, and Associates; and (f) Variety with Security and Economic Returns. Significant at age ten only were the following relationships: (a) Independence with Economic Returns and Follow Father; (b) Management with Prestige and Follow Father; (c) Intellectual Stimulation with Associates; and (d) Variety with Associates and Follow Father. Significant at age fourteen only were the relationships of (a) Independence with Security and Surroundings; (b) Management with Surroundings and Associates; (c) Intellectual Stimulation with Follow Father; (d) Creativity with Success and Economic Returns; and (e) Variety with Success.

Upon examining the results of both studies, it appears safe to conclude that the hypothesis was partially verified. The evidence indicates that there is a difference between Extrinsic and Intrinsic values; though data from the preceding two hypotheses indicate that neither Extrinsic nor Intrinsic can be considered unitary dimensions.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

All six correlations were significant at both age levels in Stage III. The correlations ranged between .29 and .74. The highest (.74) was between Occupational Aspiration and Expectation at age ten. The correlations were all higher in the ten-year-old sample.

In Stage I also, all correlations were significant in the predicted direction though overall the correlations were higher in Stage I with a range between .43 and .79. The same relationship was strongest in Stage I as in Stage III at both age levels.

In summary, it may be concluded that the hypothesis was strongly verified in both age groups with the greatest relationship being that between Occupational Aspiration and Expectation. This high relationship may have been partially due to a lack of discrimination between the two terms on the part of some subjects.

Hypothesis 7: There will be a positive relationship between the two Occupational Interest Discrepancy measures.

These two correlations were verified at both age levels with the strongest relationship being in the fourteen-year-old sample where the correlation was .40 as compared to .21 at age ten.

This correlation was also significant in Stage I in both age groups. All Stage I correlations involving other discrepancies not measured in Stage III were also significant.

In summary, it may be concluded that the hypothesis was completely verified at both age levels.

Hypothesis 8: There will be positive relationships among the SAI Good Coping measures across the five behavior areas.

All twenty correlations examined were significant in the predicted direction in both age samples. These correlations ranged between .16 and .55. The highest (.50, .55) were between SAI Aggression and Interpersonal Relations with another large relationship (.52) at age fourteen between Aggression and Authority.

All individual scales were highly correlated with the SAI Total score. The greatest contribution to the Total score was from Authority, Aggression, and Interpersonal Relations.

Comparisons with Stage I findings could not be made since the instrument and its scales were completely different in the first stage.

Based on Stage III findings, alone, the hypothesis was completely verified at both age levels.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty subsyndromes plus the Total score.

Of the one hundred seventy-six correlations examined, only twenty-one were significant in the predicted direction (with thirteen significant in the opposite direction). These correlations, which were all in the fourteen-year-old sample only, were between the following variables: (a) Locus of Control with Confrontation/Avoidance, and Instrumentality/Fantasy; (b) Immediate/Delayed Action with Competition/Cooperation and Confrontation/Avoidance; (c) Intrinsic/Extrinsic with Self-/Other Initiation, Instrumentality/Fantasy, and Positive/Negative Self-Concept; (d) Competition/Cooperation with Self-Solver/Other Solver; (e) Independence/Interdependence with Earned/Bestowed Status and Activity/Passivity under Stress; (f) Earned/Bestowed Status with Confrontation/Avoidance and Activity/Passivity under Stress; (g) Confrontation/Avoidance with Activity/Passivity under Stress; (h) Self-/Other Initiation with Instrumentality/Fantasy, Activity/Passivity under Stress, and Positive/Negative Self-Concept; (i) Self-Solver/Other Solver with Self-/Joint Implementation and Activity/Passivity under Stress; (j) Self-/Joint Implementation with Positive/Negative Self-Concept; and (k) Instrumentality/Fantasy with Positive/Negative Self-Concept.

The correlations ranged between .14 and .29. The highest was between Self/Other Initiation and Positive/Negative Self-Concept.

Of the correlations with the Total score, all but two were significant in the predicted direction. Those not significant were Competition/Cooperation and Emotional Control/Emotional Expressivity and Acceptance. The highest correlations with the Total score were those of Self-/Other Initiation (.46), Locus of Control (.41), and Positive/Negative Self-Concept (.38). Thus the Total score was a fair representation of the individual measures but none of the correlations were high.

In summary, this hypothesis was rejected for a fourteen-year-old sample as an insufficient proportion of the correlations were significant.

Hypotheses 10-13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance. Of the twenty correlations examined, seven were significant, all in the predicted direction. Of these, two were at age ten and five at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Task Achievement and Interpersonal Relations Stance. Significant at age ten only was the relationship between Authority and Task Achievement Stance. Significant at age fourteen only were the following relationships: (a) Aggression with Authority and Interpersonal Relations, and (b) Authority with Anxiety and Interpersonal Relations.

The correlations ranged between .14 and .25. The highest was between Authority and Interpersonal Relations Stance at age fourteen.

All individual Stance scores were significantly correlated with the Total Stance in the predicted direction. The greatest contributions to the Total score were from the Interpersonal Relations (.56, .67) and Authority (.58,.62) areas. Thus the Total score appeared to be a fairly good representation of the Stance measure.

In Stage I, of the twenty correlations, nine were significant in the predicted direction (two at age ten and seven at age fourteen). Again, all individual scores were positively correlated with the Total Stance score.

In summary, there is some evidence for support of the hypothesis at age fourteen, but virtually no support at age ten. Thus the hypothesis must be rejected for the ten-year-old sample.

Engagement. Of the twenty correlations examined six were significant, one at age ten and five at age fourteen. Two correlations (one pair) were significant at both age levels. These were between Interpersonal Relations and Task Achievement Engagement. Significant at age fourteen only were the following relationships: (a) Aggression with Authority, Anxiety, and Interpersonal Relations; and (b) Anxiety with Interpersonal Relations.

The correlations ranged between .15 and .29. The highest was between Interpersonal Relations and Task Achievement at age ten.

All area Engagement scores were significantly correlated with the Engagement Total score with the greatest contributions being from Interpersonal Relations (.60,.68), and Task Achievement (.68, .59).

In Stage I, only three of the twenty correlations were significant, one at age ten and two at age fourteen.

Thus summarizing, the hypothesis must be completely rejected at age ten and should probably also be rejected at age fourteen though the support is somewhat stronger for these older children.

Aid/Advice. Of the twenty correlations examined, eight were significant, three at age ten and five at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Aggression and Authority. Significant at age ten only was the relationship between Task Achievement and both Aggression and Anxiety. Significant at age fourteen only were the following relationships: (a) Authority with Interpersonal Relations and Task Achievement, (b) Anxiety with Interpersonal Relations, and (c) Interpersonal Relations with Task Achievement.

The correlations ranged between .14 and .23. The highest was between Aggression and Authority at age ten.

Eight of the ten Aid/Advice scores were significantly correlated with the Aid/Advice Total score. Those not correlated were Authority and Interpersonal Relations at age ten. The greatest contribution by far (.93) was from Task Achievement in the ten-year-old sample; which is not difficult to understand if one recalls the nature of the Task Achievement items where requesting help was a natural and common response.

This scale was not analyzed in Stage I. Based on Stage III findings there was rather poor support for the hypothesis at both age levels, though the support was stronger at age fourteen than at age ten where the hypothesis must be rejected.

Coping Effectiveness. Of the twenty correlations examined eleven were significant, all in the predicted direction. Of these, six were at age ten and five at age fourteen. Eight of these correlations (four pairs) were significant at both age levels. These were: (a) Aggression with Authority and Interpersonal Relations, (b) Anxiety with Interpersonal Relations, and (c) Interpersonal Relations with Task Achievement. Significant at age ten only were the following relationships: Aggression and Anxiety with Task Achievement. Significant at age fourteen only was the relationship between Authority and Anxiety.

The correlations ranged between .15 and .28. The highest was between Interpersonal Relations and Task Achievement at age fourteen.

All individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness Total score. The greatest contribution was that of Authority, followed by that of Interpersonal Relations and Task Achievement.

In Stage I, sixteen of the twenty correlations were significant, six at age ten and ten at age fourteen.

Overall, the greatest support for the hypothesis was in the fourteen-year-old sample, but the support at both age levels is extremely tentative and the hypothesis should be rejected at age ten but tentatively accepted at age fourteen.

Hypothesis 14: There will be a positive relationship among the Coping Style Dimension Total scores and Coping Effectiveness Total score.

Of the twelve correlations examined, all correlations were significant in the predicted direction. The correlations ranged from .66 to .95. The highest correlations (.93, .95) were between Total Engagement and Total Aid/Advice. All the correlations were quite high. Scores on each Coping Style Dimension were highly related to one another, and since Coping Effectiveness ratings are based to a great extent on Coping Styles utilized, one would expect this relationship to be quite high. This correlation was not tested in Stage I; thus based on Stage III data the hypothesis should be accepted.

Hypothesis 15: There will be a positive relationship among the Sentence Completion Attitude measures and Attitude Total score across behavior areas.

Of the twelve correlations examined, seven were significant, all in the predicted direction. Of these, three were at age ten and four at age fourteen.

There were six correlations (three pairs) which were significant at both age levels. These were: (a) Attitude Toward Authority with Attitude Toward Anxiety and Task Achievement, and (b) Attitude Toward Anxiety with Attitude Toward Task Achievement. Significant at age fourteen only was the relationship between Authority and Interpersonal Relations Attitude.

The correlations ranged between .17 and .26. The highest (.26) was between Authority and Anxiety Attitude at age fourteen.

All Attitude measures were significantly and positively related with the Attitude Total score. The greatest contribution to the Total score was from Attitude Toward Authority (.67, .80), followed by Interpersonal Relations (.60, .65).

In Stage I, four out of six correlations were significant, all in the predicted direction (Attitude Toward Anxiety was not measured in Stage I).

In summary, tentative support must be given to the hypothesis, especially for Authority and Task Achievement. Support was somewhat better overall at age fourteen than at age ten.

Hypotheses 16-19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores.

Hostile Affect. Of the twenty correlations examined, nine were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and four in the fourteen-year-old sample. There were four correlations (two pairs) which were significant at both age levels. These were between (a) Aggression and Authority Hostile Affect and (b) Authority and Task Achievement Hostile Affect. Significant at age ten only were the relationships of Anxiety with Aggression, Authority, and Interpersonal Relations Hostile Affect. Significant at age fourteen only was the relationship between Anxiety and Task Achievement Hostile Affect.

The correlations ranged between .13 and .27. The highest (.27) was between Authority and Task Achievement Hostile Affect at age ten.

All of the Hostile Affect scores were significantly correlated with the Hostile Affect Total score. The greatest contribution to the Total score was from Authority (.60, 68), followed by Aggression (.60, .66). The Total Hostile Affect score appears to have been a fair representation of the Hostile Affect measure.

In Stage I, Hostile and Depressive Affects were not separated but were measured under one heading of Negative Affect. In the Stage I hypothesis involving Negative Affect, ten of the twelve correlations examined were significant, all in the predicted direction. Not significant was the relationship between Aggression and Task Achievement at both age levels.

Considering the findings of both studies, tentative support for the hypothesis can be given to the hypothesis at both age levels, but the support was not strong.

Depressive Affect. Of the twenty correlations examined, fourteen were significant, all in the predicted direction. Seven of these were at age ten and seven at age fourteen. Of these, twelve (six pairs) were significant at both age levels. These were: (a) Aggression with Authority and Interpersonal Relations Depressive Affect; (b) Authority with Anxiety and Interpersonal Relations Depressive Affect; and (c) Anxiety with Interpersonal Relations and Task Achievement Depressive Affect. Significant at age ten only was the relationship between Aggression and Anxiety Depressive Affect. Significant at age fourteen only was the relationship between Authority and Task Achievement Depressive Affect.

The correlations ranged between .14 and .36. The highest (.36) was between Aggression and Authority Depressive Affect at age ten

All Depressive Affect scores were significantly correlated with the Depressive Affect Total score. The greatest contribution to the Total score was from Authority (.78, .77), followed by Interpersonal Relations (.70, .71). The poorest was from Task Achievement (.26, .38). In general, however, the Total score appeared to be a fair representation of the Depressive Affect measure.

In Stage I, ten out of twelve correlations were significant for "Negative Affect," five in each age group.

This, combined with Stage III findings, lent fairly good support to the hypothesis at both age levels. The poorest support was in the area of Task Achievement.

Neutral Affect. Of the twenty correlations examined, seventeen were significant, seven at age ten and ten at age fourteen. There were fourteen correlations (seven pairs) which were significant at both age levels. These were: (a) Aggression with Authority, Anxiety, and Interpersonal Relations Neutral Affect; (b) Authority with Anxiety and Interpersonal Relations Neutral Affect; and (c) Anxiety with Interpersonal Relations and Task Achievement Neutral Affect. Significant at age fourteen only were the relationships between Task Achievement and Aggression, Authority and Interpersonal Relations Neutral Affect.

The correlations ranged between .14 and .28. The highest (.28) was between Anxiety and Interpersonal Relations Neutral Affect at age ten. All Neutral Affect scores were correlated significantly with the Neutral Affect Total score. The greatest contribution was from Authority (.66, .69) followed by Interpersonal Relations (.66, .67). The Total score appeared to be a fairly good representation of the Neutral Affect measure.

The hypothesis for Neutral Affect was not tested in Stage I. Stage III findings indicated that the hypothesis was fairly well verified at age ten and completely verified at age fourteen.

Positive Affect. Of the twenty correlations examined, none were significant.

Four of the ten scales were positively correlated with the Positive Affect Total score. The greatest contribution was from Task Achievement (.97, .69), followed by Anxiety (.22, .71). Thus the Total score was not a good representation of the Positive Affect measure.

In Stage I, also, none of the Positive Affect correlations were significant, though all correlated positively with the Total Positive Affect score.

Therefore the hypothesis must be totally rejected at both age levels, based on lack of findings in both studies.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

Of the six correlations examined, four were significant, but only two in the predicted direction. Those significant in the predicted direction were the negative correlations of Total Attitude with Total Hostile Affect (-.23, -.30). (However, Total Depressive Affect was positively correlated with Total Attitude; while Total Positive Affect was negatively correlated with Total Attitude, both at age fourteen.)

In Stage I, the predicted relationship between both Negative and Positive Affect and Total Attitude was present in both age samples.

Considering the results of both studies together, one must conclude that there was contradictory evidence for Positive Affect and, to a lesser extent, for Negative Affect though Hostile Affect in Stage III and Negative Affect in Stage I both met the specifications of the hypothesis at both age levels. Thus tentative support was given to the hypothesis for Negative Affect, more specifically to Hostile Affect.

Hypothesis 21: There will be positive relationships between the Total Positive Affect measure, the Total Attitude measure and the Coping score Totals. There will be negative relationships between the Total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total scores.

Of the thirty-two correlations examined, twenty were significant, all in the predicted direction. Of these, eight were in the ten-year-old sample, and twelve in the fourteen-year-old sample. There were sixteen correlations (eight pairs) which were significant in both age samples. These were: (a) The negative relationship between Total Hostile Affect with Total Engagement, Aid/Advice, and Coping Effectiveness; (b) the negative relationships between Total Depressive Affect and Total Stance, Aid/Advice, and Coping Effectiveness; and (c) the positive relationship between Total Attitude and Total Engagement and Aid/Advice. Significant at age fourteen only were the following relationships: (a) Total Hostile Affect and Total Stance; (b) Total Depressive Affect and Total Engagement; and (c) Total Attitude with Total Stance and Coping Effectiveness.

None of the correlations with Positive Affect were significant. Seven out of eight correlations involving both Hostile and Depressive Affect were significant, and six out of eight involving Total Attitude were significant.

The correlations ranged between -.14 and -.58. The highest correlations (-.58, -.58) were between Total Hostile Affect and Coping Effectiveness.

Stage I findings were quite similar to Stage III findings in that the relationships between the Coping score totals and both Total Negative Affect and Total Attitude were significant in the predicted direction; while the relationship with Positive Affect was not significant in any case. The highest correlation was again that between Total Coping Effectiveness and Total Negative Affect.

Thus, considering the results of both studies together, it may be concluded that the hypothesis was verified for all except Positive Affect. The hypothesis must be rejected for relationship between Coping score totals and Positive Affect.

Hypotheses 22-31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

Stance. Of the forty-two correlations examined, eleven were significant, all in the predicted direction. Of these, three were at age ten and eight at age fourteen. There were two correlations (one pair) which were significant at both age levels. These were between Story Four Anxiety and Academic Task Achievement. Significant at age ten only were the following relationships: (a) Authority with Story Six Anxiety and (b) Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four Anxiety, Interpersonal Relations, and both Academic and Nonacademic Task Achievement; and (b) Interpersonal Relations with Authority and Stories Four and Six Anxiety.

The correlations ranged between .14 and .25. The highest (.25) was between Interpersonal Relations and Authority at age fourteen.

All of the individual Stance scores were significantly correlated with the Total Stance score. The greatest contribution was from Academic Task Achievement (.52, .54), followed by Story Six Anxiety (.52, .47). In general, the Stance Total score was a good representation of the Stance measure.

Stance was not measured in Stage I except for in Story One.

In conclusion, there was virtually no support for the hypothesis at age ten and rather poor support at age fourteen.

Engagement. Of the forty-two correlations examined, nine were significant in the predicted direction (and one in the direction opposite from that predicted). Of these, two were at age ten and seven at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Authority and Story Six Anxiety. Significant at age ten only was the relationship between Story Four Anxiety and Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four Anxiety, Interpersonal Relations, and Nonacademic Task Achievement, and (b) Interpersonal Relations with Authority, and Stories Four and Six Anxiety.

The correlations ranged between .15 and .29. The highest (.29) was between Authority and Interpersonal Relations at age fourteen.

All individual Engagement scores were significantly correlated with the Engagement Total score. The greatest contribution to the Total score was from Story Six Anxiety (.54, .56) followed by Academic Task Achievement (.54, .53). In general, the Total score was a fairly good representation of the Engagement measure.

In Stage I, of the fifty-six correlations examined, twenty-two were significant, with fifteen in the ten-year-old sample and seven in the fourteen-year-old sample. Thus, Stage I results supported the hypothesis to a greater extent than did the Stage III results, especially in the ten-year-old sample.

Overall, the hypothesis must be rejected due especially to the poor Stage III findings and the contradictory age findings in the two studies.

Initiation. Of the forty-two correlations examined, five were significant, two at age ten and three at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Authority and Story Six Anxiety. Significant at age ten only was the relationship between Story Six Anxiety and Interpersonal Relations. Significant at age fourteen only was the relationship between (a) Aggression and Nonacademic Task Achievement, and (b) Authority with Interpersonal Relations.

The correlations ranged between .14 and .23. The highest (.23) was between Authority and Interpersonal Relations at age fourteen.

All individual Initiation scores were significantly correlated with the Initiation Total score. The greatest contribution was from Story Six Anxiety (.52, .49), followed by Academic Task Achievement (.46, .53).

In Stage I, of the fifty-six correlations examined, eighteen were significant, sixteen at age ten. Again, Stage I data supported the hypothesis far better than did Stage III data, especially at the ten-year-old age level.

Overall, the hypothesis must be rejected, though Stage I data in the ten-year-old sample lent some support to the hypothesis.

Aid/Advice. Of the forty-two correlations examined, only one was significant in the predicted direction (and one in the direction opposite from that predicted). That was between Story Four Anxiety and Academic Task Achievement (.15) at age fourteen.

All individual Aid/Advice scores were significantly correlated with the Aid/Advice Total score. The greatest contribution was from Academic Task Achievement (.49, .56).

Aid/Advice was not scored in Stage I, so all conclusions must be drawn from Stage III data. Therefore the hypothesis must be rejected.

Solver. Of the forty-two correlations examined, only one was significant. That was between Story Four Anxiety and Interpersonal Relations (.14) at age fourteen.

All individual Solver scores were significantly correlated with the Solver Total score. The greatest contribution was from Academic Task Achievement (.46, .55) followed by Story Six Anxiety (.50, .42). The Solver Total score was a fair representation of the individual Solver scores.

Solver was not measured in Stage I, thus all conclusions must be based on Stage III data. The results from Stage III led to the rejection of the hypothesis for both age samples.

Implementation. Of the forty-two correlations examined, four were significant in the predicted direction, one at age ten and three at age fourteen. Significant at age ten only was the relationship between Authority and Story Six Anxiety. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four Anxiety; and (b) Interpersonal Relations with Story Four Anxiety and Authority.

The correlations ranged between .14 and .20. The highest (.20) was between Story Four Anxiety and Interpersonal Relations at age fourteen.

All but one Implementation score was significantly correlated with the Implementation Total score. (Not significantly correlated was the relationship between the Total score and Nonacademic Task Achievement at age fourteen.) The greatest contribution was from Academic Task Achievement (.45, .54) followed by Story Six Anxiety (.52, .42).

In Stage I, of the forty-two correlations examined, eleven were significant, all in the predicted direction. Of these, nine were at age ten and two were in the fourteen-year-old sample. Based on the data from these two studies, the hypothesis must be rejected at both age levels!

Outcome. Of the forty-two correlations examined, six were significant in the predicted direction, and two in the direction opposite of that predicted. Of these, four were at age ten and two at age fourteen. The following correlations were significant at age ten: (a) Aggression with Story Six Anxiety; (b) Story Four Anxiety with Story Six Anxiety and Nonacademic Task Achievement; and (c) Authority with Story Six Anxiety. Significant at age fourteen only were the following relationships: (a) Story Six Anxiety with Interpersonal Relations, and (b) Story Four Anxiety with Academic Task Achievement.

The correlations ranged between .15 and .23. The highest (.23) was between Story Six Anxiety and Interpersonal Relations at age fourteen.

All except one individual Outcome variables were correlated with the Outcome Total score (Nonacademic Task Achievement at age fourteen). The greatest contribution to the Total score was from Story Four Anxiety (.58, .47). Thus, the Total score was seen as a fair representation of the Outcome variable.

There were no hypotheses regarding Outcome in Stage I. Thus, the hypothesis must be rejected based on Stage III data.

Evaluation of Outcome. Of the forty-two correlations examined, nine were significant in the predicted direction. Of these, five were in the ten-year-old sample, and four in the fourteen-year-old sample. The following were significant at age ten only: (a) Authority with Story Four Anxiety and Nonacademic Task Achievement; (b) Story Four Anxiety with Story Six Anxiety and Nonacademic Task Achievement; and (c) Interpersonal Relations with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Interpersonal Relations; (b) Story Six Anxiety with Interpersonal Relations and Nonacademic Task Achievement; and (c) Interpersonal Relations with Nonacademic Task Achievement.

The correlations ranged between .16 and .25. The highest (.25) were between Interpersonal Relations and Academic Task Achievement (age ten) and Nonacademic Task Achievement (age fourteen).

All individual Evaluation of Outcome scores were significantly correlated with the Evaluation of Outcome Total score. The greatest contribution to the Total score was from the Interpersonal Relations Story (.50, .53). The stories which were correlated most frequently with other stories were Nonacademic Task Achievement and Interpersonal Relations.

This hypothesis was not tested in Stage I. Based on Stage III data, the hypothesis must be rejected at both age levels.

Coping Effectiveness. Of the forty-two correlations examined, six were significant in the predicted direction. Of these, two were at age ten and four at age fourteen. Significant at age ten only were the following relationships: Academic Task Achievement with Story Four Anxiety and Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four Anxiety; (b) Authority with Story Six Anxiety and Interpersonal Relations; and (c) Story Four Anxiety with Interpersonal Relations. The correlations ranged between .16 and .23. The highest (.23) was between Aggression and Story Four Anxiety at age fourteen.

All individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness Total score. The greatest contribution was from Academic Task Achievement (.52, .55), followed by Story Six Anxiety (.50, .45). In general, the Total score appeared to be a fairly good representation of the Coping Effectiveness measure.

In Stage I, of the fifty-six correlations examined, twenty-four were significant, all in the predicted direction. Of these, eleven were at age ten and thirteen were at age fourteen. Thus, Stage I data gave better support to the hypothesis than did Stage III data.

Considering both studies simultaneously, the hypothesis must be rejected at both age levels, though there was somewhat better support at age fourteen than at age ten in both studies.

Instrumentality. Of the forty-two correlations examined, only three were significant in the predicted direction. Of these, one was at age ten and two at age fourteen.

Significant at age ten only was the relationship between Story Six Anxiety and Nonacademic Task Achievement. Significant at age fourteen only were the relationships of Interpersonal Relations with both Aggression and Story Four Anxiety.

The correlations ranged between .14 and .20. The highest (.20) was between Story Four Anxiety and Interpersonal Relations at age fourteen.

All individual Instrumentality scores were significantly correlated with the Instrumentality Total score. The greatest contribution to the Instrumentality Total score was from Story Four Anxiety (.49, .54) followed by Aggression (.48, .52).

In Stage I Instrumentality (Persistence), out of fifty-six correlations, thirteen were significant. Of these, ten were at age ten and three at age fourteen.

Combining the results of both studies, the hypothesis must be rejected at both age levels, though in Stage I there was some support at age ten.

Hypotheses 32a. - 32b.: There will be a positive relationship among the Coping Style Dimension Total scores and Total Coping Effectiveness.

Of the ninety-two correlations examined, eighty-nine were significant, all in the predicted direction. The only correlations which were not significant were the following relationships: (a) Total Evaluation of Outcome with both Total Aid/Advice and Total Solver at age ten; and (b) Total Evaluation of Outcome with Total Instrumentality at age fourteen. The correlations ranged between .16 and .93. The highest (.93) was between Total Stance and Total Engagement at age ten. A large number of the correlations were extremely high (.60 and above).

This particular hypothesis was not tested in Stage I.

In summary, based on Stage III data, the hypothesis was completely verified at both age levels.

Hypothesis 33: There will be a positive relationship among Length of Response across all behavior areas.

Of the forty-two correlations examined, forty-one were significant, all in the predicted direction. The only one which was not significant was that between Story Six Anxiety and Interpersonal Relations at age fourteen. The correlations ranged between .15 and .70. The highest (.70) was between Authority and Story Six Anxiety at age ten.

All individual Response Length scores were positively correlated with the Response Length Total score. The greatest contribution to the Total score was from Story Six Anxiety (.82, .74), followed by that of Authority (.80, .70).

Response Length was not measured in Stage I. Therefore, based on Stage III data only, the hypothesis was completely verified at both age levels.

Hypotheses 34-36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Positive Affect Hero. Of the forty-two correlations examined, eleven were significant, all in the predicted direction. Of these, five were at age ten and six at age fourteen. There were two correlations (one pair) which were significant at both age levels. These were between Aggression and Interpersonal Relations. Significant at age ten only were the following relationships: (a) Aggression with Nonacademic Task Achievement; (b) Authority with Story Four Anxiety and Nonacademic Task Achievement; and (c) Story Four Anxiety with Story Six Anxiety. Significant at age fourteen only were the following relationships: (a) Aggression with Authority; (b) Academic Task Achievement with Authority and Story Four Anxiety; and (c) Nonacademic Task Achievement with Story Six Anxiety and Academic Task Achievement.

The correlations ranged between .14 and .20. The highest (.20) was between Story Four Anxiety and Academic Task Achievement at age fourteen.

All except one individual Positive Affect Hero score were positively correlated with the Positive Affect Total score. Not significant was the relationship between Nonacademic Task Achievement and the Total score at age ten. The greatest contribution to the Total score was from Interpersonal Relations (.64, .49). The Total score appeared to be a fairly good representation of the individual Positive Affect scores.

Affect was not measured in the same manner in Stage I, thus comparisons cannot be made. Looking at Stage III data only, there was insufficient evidence to support the hypothesis at either age level. Therefore it must be rejected.

Negative Affect Hero. Of the forty-two correlations examined, fourteen were significant, all in the predicted direction. Of these nine were at age ten and five at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were between (a) Authority and Story Four Anxiety, and (b) Academic and Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Authority; (b) Authority with Story Six Anxiety and both Academic and Nonacademic Task Achievement; and (c) Story Four Anxiety with Story Six Anxiety, Interpersonal Relations, and Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Nonacademic Task Achievement with Aggression and Anxiety; and (b) Interpersonal Relations with Academic Task Achievement.

The correlations ranged between .15 and .34. The highest (.34) was between Authority and Story Six Anxiety at age ten.

All individual Negative Affect scores (except Nonacademic Task Achievement at age fourteen) were significantly correlated with the Negative Affect Hero Total score. The greatest contribution to the Total score was from the Authority Story (.64, .54) followed by that of Story Four Anxiety (.58, .56). The Total score was a fairly good representation of the Negative Affect Hero measure.

Comparisons with Stage I data could not be made since Affect was measured in a different manner in Stage I. Based upon Stage III data, support for the hypothesis was very poor and the hypothesis should be rejected at age fourteen with only tentative support at age ten.

Total Affect of Hero Plus Others. Of the forty-two correlations examined, eighteen were significant. Of these, seven were at age ten and eleven at age fourteen. There were ten correlations (five pairs) which were significant at both age levels. These were: (a) Aggression with Interpersonal Relations; (b) Authority with Stories Four and Six Anxiety; (c) Story Four Anxiety with Story Six Anxiety; and (d) Story Six Anxiety with Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Story Four Anxiety with Interpersonal Relations, and (b) Interpersonal Relations with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Authority, Story Six Anxiety, and Nonacademic Task Achievement; (b) Authority with Nonacademic Task Achievement; (c) Nonacademic Task Achievement with Story Four Anxiety and Academic Task Achievement.

The correlations ranged between .14 and .34. The highest (.34) was between Authority and Story Four Anxiety at age ten.

All individual scores were significantly related to the Total Affect Hero and Others Total score. The greatest contribution to the Total score was Nonacademic Task Achievement (.54, .50) followed by Story Four Anxiety (.53, .51) and Authority and Story Six Anxiety (.50, .51). Overall the Total score was a fairly good representation of the Total Affect of Hero Plus Others measure.

This Affect measure was not obtained in Stage I. In summary, there was fair support for the hypothesis at age fourteen and somewhat poor support at age ten. Overall there was tentative support for the hypothesis.

Hypothesis 37: There will be a positive relationship among the Story Completion Total Positive Affect measure and the Total Coping Style measure. There will be a negative relationship among the Story Completion Total Negative Affect measure and the Total Coping Style measures.

Of the twenty correlations involving Positive Affect, nine were significant in the predicted direction (and two in the direction opposite from that predicted). Of the twenty correlations involving Negative Affect, seventeen were significant, all in the predicted negative direction.

For Positive Affect Hero there were seven correlations significant at age ten and two at age fourteen. There were four correlations (two pairs) significant at both age levels. These were between Positive Affect and Total Outcome and Evaluation of Outcome. Significant at age ten only were the following relationships: Positive Affect with Total Stance, Engagement, Initiation, Coping Effectiveness, and Instrumentality. There were no correlations significant at age fourteen only.

For Negative Affect Hero, the following correlations were not significant: that with Total Evaluation of Outcome at age fourteen and with Total Instrumentality at both age levels.

The range of correlations for Positive Affect was between .15 and .28. The highest (.28) was between Positive Affect and Total Evaluation of Outcome at age ten. The range of correlations for Negative Affect was between -.17 and -.37. The highest (-.37) was between Total Negative Affect and Total Outcome at age ten.

In Stage I, all correlations of both Affect measures with the Coping Style Total scores were significant, all in a positive direction. This in conjunction with Stage III data gave excellent support to the hypothesis concerning Negative Affect and around average support for the hypothesis involving Positive Affect, with better support at age ten than at age fourteen.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness for each story.

Of the sixteen correlations examined, two were significant in the predicted direction. These were between Story Seven Coping Effectiveness and Response Length at both age levels (.24, .23).

In summary, there was insufficient support for the hypothesis at either age level and it must be rejected.

Hypotheses 39-42: There will be positive relationships among measures of the same Coping Style dimension and Coping Effectiveness measures in the same behavior areas across the two projective instruments, as well as positive relationships with the Total scores.

Stance. Of the sixteen correlations examined, only one was significant in the predicted direction. That was between Total Stance of the Sentence and Story Completion (.14) at age fourteen.

Therefore the hypothesis must be rejected in both age groups.

Engagement. Of the sixteen correlations examined, only one was significant at age fourteen. That was between the Engagement Total score of the two instruments (.24).

In Stage I of the eighteen correlations examined, seven were significant, four at age ten and three at age fourteen.

Considering the results of the two studies together, the hypothesis must be rejected for Engagement also at both age levels.

Aid/Advice. Of the fourteen correlations examined, only two were significant, both at age fourteen. These were between Academic Task Achievement (.15) in the two instruments and the Total score (.19). This comparison was not made in Stage I, and based upon Stage III findings the hypothesis must be rejected at both age levels.

Coping Effectiveness. Of the sixteen correlations examined, only one was significant at age fourteen. It was between the two Total scores for the two projective instruments (.16).

In Stage I, of the eighteen correlations examined, five were significant. Of these one was significant at age ten and four at age fourteen. Based upon the findings of the two studies together, the hypothesis must be rejected at both age levels.

Hypothesis 43a.: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

Of the sixteen correlations examined, none were significant. In Stage I also none of the correlations were significant. Therefore the hypothesis must be totally rejected at both age levels.

Hypothesis 43b.: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, only one was significant, at age ten. This was between the Total Positive Affect Hero score and Total Hostile Affect (-.16).

In Stage I also, there were virtually no significant differences. Therefore the hypothesis must be rejected at both age levels.

Hypothesis 43c: The Story Completion Negative Affect measure will be negatively related to Sentence Completion Positive Affect measures of the same behavior areas.

Of the sixteen correlations examined, none were significant in the predicted direction. This hypothesis was not tested in Stage I. Based upon Stage III findings the hypothesis must be rejected at both age levels.

Hypothesis 43d: The Story Completion Negative Affect measures will be positively related to Sentence Completion Hostile and Depressive Affect measures of the same behavior areas.

Of the thirty-two correlations examined, five were significant, all in the predicted direction. Of these, one was at age ten and four at age fourteen. There were two correlations (one pair) which were significant at both age levels. These were between Total Negative Affect and Total Hostile Affect of the Sentence Completion. Significant at age fourteen only were the following relationships: (a) Story Completion Aggression Negative Affect with Sentence Completion Aggression Hostile Affect; (b) Story Four Anxiety Negative Affect with Sentence Completion Anxiety Hostile Affect; and (c) Story Completion Academic Task Achievement Negative Affect with Sentence Completion Task Achievement Hostile Affect.

The correlations ranged between .17 and .22. The highest (.22) was between Story Completion Total Negative Affect and Sentence Completion Total Hostile Affect at age fourteen.

The hypothesis was not tested in Stage I. Based on Stage III findings, the hypothesis must be rejected at both age levels.

Hypotheses 44a. - 44e.: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

In the Task Achievement area, of the six correlations examined, three were significant, two at age ten and one at age fourteen. Significant was the relationship of (a) SAI Task Achievement with Stance at both age levels and (b) with Engagement at age ten.

In the Interpersonal Relations area, two of the six relationships were significant, both at age fourteen. Significant were the relationships of SAI Interpersonal Relations and Sentence Completion Engagement and Aid/Advice.

In the Authority area, again, two of the six correlations were significant, both at age fourteen. Again, these were between SAI Authority and Sentence Completion Authority Engagement and Aid/Advice.

In the Anxiety area, none of the six correlations were significant. Also in the Aggression area none of the six correlations were significant.

The correlations ranged between .14 and .25. The highest (.25) was between SAI Interpersonal Relations and Sentence Completion Interpersonal Relations Engagement at age fourteen.

Three of the six correlations between the SAI Total score and the Sentence Completion Total scores were significant, one at age ten and two at age fourteen. Significant at age ten was the relationship between the SAI Total score and Total Stance. Significant at age fourteen was the relationship between the SAI Total score and both Sentence Completion Engagement and Aid/Advice. The highest correlation was .28 and was between the SAI Total score and Total Engagement at age fourteen.

In summary, support for the hypothesis was best in the Task Achievement area, and was somewhat better overall at age fourteen. However, the hypothesis, overall, must be rejected at both age levels.

Hypotheses 45a.-g.: The Story Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

Of the one hundred twenty-six correlations, only three were significant in the predicted direction, and four in the direction opposite from that predicted.

Significant in the predicted direction were the relationships between SAI Interpersonal Relations and Story Completion Interpersonal Relations Initiation, Solver, and Implementation, all at age ten. The correlations ranged between .15 and .20.

Of the eighteen correlations of the SAI Total scores with the Story Completion Total scores, only two were significant, both at age fourteen. These were between the SAI Total score and Story Completion Total Engagement (.18) and Total Outcome (.19).

In conclusion, this hypothesis must be rejected at both age levels for all behavior areas, except for Interpersonal Relations at age ten where there was some slight support.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the ten correlations examined (excluding the Total scores) four were significant, all at age fourteen. These were: (a) Coping with Aggression and SAI Aggression; (b) Coping with Authority and SAI Authority; (c) Coping with Interpersonal Relations and SAI Interpersonal Relations; and (d) Coping with Task Achievement and SAI Task Achievement "Good Coping."

The correlations ranged between .17 and .23. The highest (.23) were between Authority and Interpersonal Relations Coping with the SAI Good Coping scores for those two behavior areas at age fourteen.

The Total Coping Effectiveness score was significantly related to the Total SAI "Good Coping" measure at age fourteen (.37).

In summary, the hypothesis was fairly well verified at age fourteen but must be rejected at age ten.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the fourteen correlations examined, only one was significant, at age ten. It was between Interpersonal Relations Coping Effectiveness and SAI Interpersonal Relations "Good Coping" (.16).

The Story Completion Total Coping Effectiveness score was significantly correlated with the SAI Total score at age fourteen (.16).

Stage I SAI data cannot be used as the instrument was measured differently in Stage I. Based on Stage III findings, the hypothesis must be rejected at both age levels.

Hypothesis 48a.: The SAI "Good Coping" scores will be positively related with the Story Completion Positive Affect measures.

Of the sixteen correlations examined, none were significant, therefore the hypothesis must be completely rejected at both age levels.

Hypothesis 48b.: The SAI "Good Coping" scores will be negatively related with the Story Completion Negative Affect measures.

Of the sixteen correlations examined, one was significant, at age ten. This was between Aggression Negative Affect and SAI Aggression "Good Coping" (-.16).

The hypothesis was rejected at both age levels.

Hypothesis 49a.: The SAI "Good Coping" scores will be positively related with the Sentence Completion Positive Affect measures.

Of the twelve correlations examined, none were significant in the predicted direction. Therefore the hypothesis was rejected at both age levels.

Hypothesis 49b.: The SAI "Good Coping" scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

Of the twenty correlations examined, three were significant, all in the predicted direction. Of these, one was at age ten and two at age fourteen. Significant at both age levels was the relationship between SAI Aggression and Aggression Hostile Affect of the Sentence Completion (-.16, -.17). Significant at age fourteen only was the relationship between SAI Interpersonal Relations and Interpersonal Relations Hostile Affect of the Sentence Completion (-.22).

The SAI Total score was significantly correlated with Total Hostile Affect at both age levels, and with Total Depressive Affect at age fourteen.

In summary, the data gave no support for the hypothesized relationship between the SAI scores and Depressive or Hostile Affect from the Sentence Completion at either age level.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

Of the two hundred forty correlations examined, eighteen were significant in the predicted direction (and thirteen in the direction opposite from that predicted). Of these, ten were in the ten-year-old sample and eight in the fourteen-year-old sample. Of these,two correlations (or one pair) were significant in both age samples. These were between Self-Satisfaction and Sentence Completion Total Coping Effectiveness. Significant at age ten were the following relationships: (a) Altruism with Sentence Completion Total Coping Effectiveness; (b) Self-Satisfaction with Story Completion Stance, Engagement, Aid/Advice, Solver, and Implementation; (c) Creativity with Sentence Completion Total Stance; and (d) Variety with Sentence Completion Total Stance and Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Altruism with Sentence Completion Attitude, Engagement, and Aid/Advice; and (b) Self-Satisfaction with all Sentence Completion measures.

The correlations ranged between .14 and .24. The highest (.24) was between Self-Satisfaction and Sentence Completion Total Coping Effectiveness at age fourteen.

Of the thirty correlations with the Total Intrinsic score, only one was significant at age ten. That was between Total Intrinsic and Sentence Completion Total Coping Effectiveness (.16).

In Stage I, of the one hundred and seventy-six correlations examined, eight were significant, four at age ten and six at age fourteen.

Based on the findings from both studies, there was very poor support for the hypothesis at both age levels and it must be considered to be rejected.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI "Good Coping" measures.

Of the ninety-six correlations examined, eighteen were significant in the predicted direction. Of these correlations five were at age ten and thirteen at age fourteen. Six correlations (three pairs) were significant at both age levels. These were between Self-Satisfaction and SAI Authority, Aggression, and the Total SAI score. Significant at age ten only were the following relationships: (a) Independence with SAI Anxiety and (b) Self-Satisfaction and SAI Task Achievement. Significant at age fourteen only were the following relationships: (a) Altruism with SAI Aggression, Interpersonal Relations, Anxiety and the SAI Total score; (b) Self-Satisfaction with Interpersonal Relations and Anxiety; and (c) Intellectual Stimulation with Aggression, Interpersonal Relations, Anxiety and the Total score.

The correlations ranged between .14 and .23. The highest (.23) was between Altruism and the Total SAI score at age fourteen.

Only one of the SAI scores was significantly correlated with the Total Intrinsic score, at age fourteen. That was between the Total Intrinsic score and SAI Aggression. The same hypothesis was not tested in Stage I.

In summary, there was insufficient evidence for support of the hypothesis at age ten and rather poor support at age fourteen which led to partial verification. The hypothesis was partially supported at age fourteen for Altruism, Self-Satisfaction, and Intellectual Stimulation and at both age levels for Self-Satisfaction.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

Of the one hundred fifty-two correlations examined, only eight were significant in the predicted direction, all at age fourteen. There were fourteen correlations significant in the direction opposite from that predicted. Those significant in the predicted direction were: (a) Rate of Action with Altruism, Self-Satisfaction, Intellectual Stimulation and Total Intrinsic score; (b) Task Achievement/Interpersonal Relations with Altruism; (c) Instrumentality/Fantasy with Esthetics; and (d) Emotional Control/Emotional Expressivity and Acceptance with Independence.

The correlations ranged between -.15 and -.28. The highest (-.28) was between Rate of Action and Altruism.

None of the Intrinsic values were significantly correlated with the Total Views of Life score. The Views of Life instrument was not used in Stage I.

In summary, this hypothesis must be rejected due to insufficient support and the large number of positive correlations present.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only one was significant, at age fourteen. This was between Independence and Sentence Completion Total Positive Affect (.15).

Neither Affect score was significantly correlated with the Total Intrinsic score. Stage I findings also showed virtually no significant results (five out of seventy-two correlations significant in the predicted direction).

On the basis of the findings from both stories the hypothesis must be rejected at both age levels.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Completion Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

Of the forty-eight correlations examined, five were significant in the predicted direction (and three in the direction opposite from that predicted). Of these, one was in the ten-year-old sample and four in

the fourteen-year-old sample. Significant at age ten only was the relationship between Esthetics and Sentence Completion Hostile Affect. Significant at age fourteen were the following relationships: (a) Altruism with Sentence Total Hostile Affect; (b) Self-Satisfaction with Sentence Total Hostile Affect and Story Negative Affect; and (c) Creativity with Sentence Total Depressive Affect. The correlations ranged between -.14 and -.24. The highest (-.24) was between Creativity and Sentence Total Depressive Affect at age fourteen.

Stage I findings also lent very little support to the hypothesis (two out of eighteen correlations significant). Based upon these combined findings, the hypothesis must be rejected at both age levels.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping Style dimension measures.

Of the two hundred and ten correlations examined pertaining to this hypothesis, twelve were significant in the predicted direction (and twenty-five in the direction opposite from that predicted). Of these, eight were in the ten-year-old sample and four in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Economic Returns with Story Total Stance, Engagement, Initiation, Aid/Advice, Implementation, Evaluation of Outcome, and Coping Effectiveness; and (b) Total Extrinsic score with Sentence Completion Total Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Security with Story Completion Total Instrumentality; and (b) Economic Returns with Sentence Completion Engagement, Aid/Advice, and Coping Effectiveness.

The correlations ranged between -.14 and -.25. The highest (-.25) was between Economic Returns and Sentence Completion Total Engagement at age fourteen.

In Stage I, of the one hundred twenty-six correlations examined, thirteen were significant, five at age ten and eight at age fourteen.

In summary, this hypothesis, as a whole, must be rejected at both age levels. In both studies there was some support for the relationships of Economic Returns to the Coping Style dimensions at both age levels, but especially at age ten.

Hypothesis 56: The Occupational Values Extrinsic measures will be negatively related with the SAI "Good Coping" measures.

Of the seventy correlations examined, eight were significant in the predicted direction (and eleven in the direction opposite from that predicted). Of these, all eight were in the fourteen-year-old sample. They were: (a) Economic Returns with all SAI measures, except Task

Achievement; (b) Associates with Task Achievement; and (c) Total Extrinsic values with Aggression.

The correlations ranged between -.14 and -.33. The highest (-.33) was between Economic Returns and Aggression.

Of the ten correlations of the individual SAI scores with the Total Extrinsic score, only one was significant, at age fourteen, for Aggression. Of the fourteen correlations of individual Extrinsic values with the SAI Total score, only one was significant, at age fourteen, for Economic Returns.

Stage I findings could not be used to support this hypothesis since the SAI was measured in an entirely different manner.

Based upon Stage III findings, this hypothesis must be completely rejected in the ten-year-old sample and accepted only for Economic Returns in the fourteen-year-old sample.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with the Active measures of the Views of Life.

Of the one hundred thirty-three correlations examined, twenty were significant in the predicted direction, all of these at age fourteen. These were: (a) Security with Independence/Interdependence and Confrontation/Avoidance; (b) Economic Returns with Action/Inaction, Intrinsic/Extrinsic values, Earned Status/Bestowed Status, and Confrontation/Avoidance; (c) Surroundings with Locus of Control, Rate of Action, and Task Achievement/Interpersonal Relations; (d) Associates with Academic Locus of Control, Rate of Action, Task Achievement/Interpersonal Relations, Self-/Joint Implementation, and Emotional Control/Emotional Expressivity and Acceptance; (e) Follow Father with Self-Solver/Other Solver; and (f) Total Extrinsic score with Intrinsic/Extrinsic, Independence/Interdependence, and Confrontation/Avoidance.

The correlations ranged between -.14 and -.32. The highest (-.32) was between Associates and Task Achievement/Interpersonal Relations.

Of the seven correlations of the individual Extrinsic values and the Total Views of Life score only one was significant involving Surroundings. Of the nineteen correlations of the individual Views of Life scales with the Extrinsic Total score, three were significant in the predicted direction.

The Views of Life was not administered in Stage I. Based upon the findings just discussed, the hypothesis must be rejected.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Completion Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only one was significant, at age ten. It was between Economic Returns and Story Total Positive Affect (-.14). In Stage I also there was insufficient evidence to support the hypothesis. Therefore it must be rejected at both age levels.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect measure.

Of the forty-eight correlations examined, only three were significant in the predicted direction (and five in the direction opposite of that predicted). Significant in the predicted direction was the following relationship at age ten: Economic Returns with Sentence Total Hostile Affect at age ten, and at age fourteen (a) Economic Returns with Story Total Negative Affect and (b) Surroundings with Sentence Total Depressive Affect.

The correlations ranged between .14 and .20. The highest (.20) was between Economic Returns and Sentence Total Hostile Affect at age ten.

Stage I data did not confirm this hypothesis for either Sentence or Story Total Negative Affect. Based on the findings from both studies, this hypothesis must be rejected.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping dimension measures.

Of the sixty correlations examined, only two were significant, both at age fourteen and involving Educational Aspiration. These were between Educational Aspiration and both Total Solver (-.14) and Total Instrumentality (-.19).

Stage I data did not lend any support to the hypothesis, therefore it must be completely rejected at both age levels.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the Sentence Total Coping dimension measures.

Of the thirty correlations examined, none were significant in the predicted direction. In Stage I also none of the correlations were significant in the predicted direction. Therefore the hypothesis must be completely rejected.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI "Good Coping" measures.

Of the thirty-six correlations examined, only three were significant in the predicted direction. These were all at age ten and were between SAI Anxiety and all Occupational and Educational measures. The correlations ranged between -.18 and -.25. The highest (-.25) was between Anxiety and Occupational Aspiration.

The SAI was not measured in the same manner in Stage I, thus comparisons cannot be made. Based on Stage III data, the hypothesis must be rejected except for SAI Anxiety at age ten.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Active Response measures of the Views of Life.

Of the sixty correlations examined, only three were significant in the predicted direction. These were (a) Extrinsic/Intrinsic with Educational Aspiration (-.14), (b) Independence/Interdependence with Educational Aspiration (-.15) and (c) Earned/Bestowed Status with Occupational Expectation (-.14).

This hypothesis was not tested in Stage I. Based upon Stage III findings it must be rejected.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect and the Sentence Completion Total Positive Affect measure.

Of the twelve correlations examined, only one was significant in the predicted direction. That was between Sentence Completion Positive Affect and Occupational Aspiration at age fourteen (-.14). Stage I data also failed to support the hypothesis. Therefore it must be rejected.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures and the Story Completion Total Negative Affect measure.

Of the eighteen correlations examined, three were significant all in the predicted direction, one at age ten and two at age fourteen. Significant at age ten was the relationship between Story Completion Total Negative Affect and Educational Aspiration (.19). Significant at age fourteen were the relationships of Sentence Total Depressive Affect and Occupational Aspiration (.14) and Occupational Expectation (.17).

In Stage I, based on Sentence Completion data only, three out of six correlations were significant. The findings of both studies together led one to reject the hypothesis at both age levels.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

Though all but one item were highly significant, some will not be discussed as they were between scales containing overlapping items. The legitimate correlations are those between Self-Concept and Parent/Child Interaction, and between Mother Interaction and Father Interaction.

Three of these four correlations were significant. The only one not significant was that between Self-Concept and Parent/Child Interaction at age ten. The significant correlations ranged between .14 and .55. The highest (.55) was between Mother Interaction and Father Interaction at age fourteen.

In Stage I none of the four legitimate correlations were significant.

Thus, in conclusion, there was fairly good support for the hypothesis in Stage III, but no support in Stage I. Therefore, overall, only tentative support can be given to the hypothesis.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, thirteen were significant, all in the predicted direction. Of these, seven were at age ten and six at age fourteen. There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Self-Concept with Attitude toward Authority and Authority Engagement, (b) Mother

Interaction with Attitude toward Authority, and (c) Father Interaction with Attitude toward Authority. Significant at age ten only were the following relationships: (a) Self-Concept with Authority Aid/Advice and Authority Coping Effectiveness; and (b) Father Interaction with Authority Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Parent/Child Interaction with Attitude Toward Authority, and (b) Father Interaction with Authority Engagement.

The correlations ranged between .14 and .25. The highest (.25) was between Father Interaction and Authority Attitude at age fourteen.

In Stage I, of forty correlations examined, only four were significant, one at age ten and three at age fourteen.

In summary there was very poor support for the hypothesis at both age levels and thus it was rejected.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

Of the sixteen correlations examined, only one was significant in the predicted direction. That was at age ten between Interaction with Father and Authority Hostile Affect (-.15).

In Stage I also there was only one significant correlation out of eight.

Therefore the hypothesis must be rejected.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, eleven were significant, all in the predicted direction. Of these, seven were in the ten-year-old sample and four in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Self-Concept with Total Engagement, Aid/Advice, and Coping Effectiveness; (b) Mother Interaction with Aid/Advice and Coping Effectiveness; and (c) Father Interaction with Aid/Advice and Coping Effectiveness.

The correlations ranged between .14 and .28. The highest (.28) was between Total Attitude and both Self-Concept and Father Interaction.

In Stage I, of the forty correlations examined, only four were significant, one at age ten and three at age fourteen.

On the basis of the results of both studies together the hypothesis must be rejected.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and the Total Depressive Affect measures of the Sentence Completion.

Of the sixteen correlations examined, three were significant, all at age ten. These were between Total Hostile Affect and Self-Concept (-.17), Mother Interaction (-.19), and Father Interaction (-.14).

In Stage I, of the eight correlations examined, only one was significant, at age fourteen.

Based on the results of the two studies, the hypothesis must be rejected.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Five concerning Authority relationships.

Of the ninety-six correlations examined, only two of them were significant in the predicted direction. These were between Positive Affect Hero and both Parent/Child Interaction and Interaction with Father. A similar hypothesis was not tested in Stage I. Based upon Stage III findings the hypothesis must be rejected.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from Story Five concerning Authority relations.

Of the eight correlations examined, only one was significant, that between Negative Affect Hero and Father interaction (-.20). This hypothesis was not tested in Stage I. Based upon Stage III findings, this hypothesis must be rejected.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction of the Sentence Completion and Coping Style, Coping Effectiveness, and the Positive Affect scale score from Story Four since (though classified as an Anxiety Story) it concerns parental relations.

Of the ninety-six correlations examined, none were significant in the predicted direction. This hypothesis was not tested in Stage I, and on the basis of Stage III data must be rejected.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness and Positive Affect scale scores from Story Six, since (though classified as an Anxiety Story) it concerns parental relations.

Of the ninety-six correlations examined, none were significant in the predicted direction. The hypothesis was not tested in Stage I; therefore it must be completely rejected.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

Of the sixteen correlations examined, none were significant. This hypothesis was not tested in Stage I; therefore it must be completely rejected.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

Of the ninety-six correlations examined, none were significant in the predicted direction. In a similar hypothesis in Stage I, also none of the correlations were significant in the predicted direction. Therefore the hypothesis must be rejected.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

Of the eight correlations examined, only one was significant, at age fourteen. That was between Interaction with Mother and Total Negative Affect Hero. This hypothesis was not tested in Stage I, and thus must be rejected.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority areas as well as the Total "Good Coping" score.

Of the sixteen correlations examined, six were significant, all at age fourteen. These were: (a) Self-Concept with SAI Authority and

Total Score; (b) Parent/Child Interaction with the Total Score, (c) Mother Interaction with SAI Authority and Total Score; and (d) Father Interaction with SAI Total Score. The correlations ranged between .15 and .22. The highest (.22) was between Father Interaction and SAI Total Score.

This hypothesis was not tested in Stage I due to the different scoring methods of the SAI. Therefore the hypothesis must be rejected at the age ten sample but may be accepted at the age fourteen sample.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction from the Sentence Completion and the Occupational Value Follow Father.

Neither correlation was significant in Stage III just as neither was significant in Stage I. Therefore the hypothesis must be rejected.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of the seventy-two correlations examined, only two were significant, both at age fourteen. These were between Self-Satisfaction and both Self-Concept (.15) and Mother Interaction (.19). In Stage I also there were only two significant interactions. Thus the hypothesis must be completely rejected at both age levels.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of the sixty-four correlations examined, none were significant in the predicted direction. In Stage I, also, there were no correlations significant. Therefore the hypothesis must be completely rejected.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the Discrepancy Score between the Father's Occupation and the Child's Aspiration.

Neither of the correlations was significant in Stage III nor in Stage I. Therefore the hypothesis must be totally rejected.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total scores.

Of the one hundred sixty correlations examined, only six were significant, all at age fourteen. These were between (a) Self-/Other Solver with Parent/Child Interaction and Mother Interaction; (b) Self-/Joint Implementation with Parent/Child Interaction; and (c) Positive/Negative

Self-Concept with Self-Concept, Mother Interaction, and Father Interaction.

The correlations ranged between .14 and .18. The highest were (a) Parent/Child Interaction with Self-Solver/Other Solver, and (b) Self-Concept with Positive/Negative Self-Concept.

This hypothesis was not tested in Stage I. Based on Stage III findings the hypothesis must be rejected.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be a positive relationship between the Intrinsic Occupational Values and the Criterion measures.

Of the one hundred and ninety-two correlations examined (including those with the Intrinsic Total Score) twenty were significant in the predicted direction. Of these, eight were at age ten and twelve at age fourteen. There were no correlations significant at both age levels. Significant at age fourteen only were the following relationships: (a) Altruism with BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Anxiety, (b) Esthetics with Self Assertion; (c) Self-Satisfaction with BRS Task Achievement, Implementation and Initiation; and (d) Total Intrinsic score with BRS Self-Assertion. Significant at age ten only were the following relationships: (a) Self-Satisfaction with Mathematics Achievement; (b) Intellectual Stimulation with Reading Achievement; and (c) Creativity with Mathematics and Reading Achievement, GPA, BRS Task Achievement, Interpersonal Relations, and Solver.

The correlations ranged between .14 and .29. The highest (.29) was between Altruism and BRS Initiation at age fourteen.

In Stage I, only six out of seventy-two correlations were significant. Based on the findings of these two studies, there was insufficient evidence to support the hypothesis at either age level.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

Of the one hundred and sixty-eight correlations examined (including those with the Extrinsic Total Score), only ten were significant in the predicted direction. Of these, three were at age ten and seven at age fourteen. Significant at age ten only were the following relationships: (a) Surroundings with Reading Achievement, and (b) Follow Father with BRS Authority and Solver. Significant at age fourteen only were the following relationships: (a) Security with BRS Self-Assertion; (b) Prestige with Reading Achievement and BRS Authority; (c) Economic Returns with BRS Interpersonal Relations and Self-Assertion; (d) Follow Father with Mathematics Achievement; and (e) Total Intrinsic Score with BRS Self-Assertion.

The correlations ranged between -.14 and -.23. The highest was between Follow Father and Mathematics Achievement at age fourteen.

In Stage I only four correlations were significant in the predicted direction out of a possible fifty-six. Therefore the hypothesis must be rejected.

Hypothesis 68: There will be negative relationships between the Status Level of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

Of the seventy-two correlations examined, only five were significant in the predicted direction. Of these, four were at age ten and one at age fourteen. Significant at age ten only were the following relationships: (a) Occupational Aspiration with BRS Self-Assertion and Solver, and (b) Educational Aspiration with Mathematics Achievement and BRS Solver. Significant at age fourteen was the relationship between Occupational Expectation and Reading Achievement.

The correlations ranged between -.14 and -.22. The highest was between Occupational Expectation and Reading Achievement at age fourteen.

In Stage I, all correlations with the Achievement Test scores were significant but those with Grade Point Average or Peer BRS Summary Score were not significant. Therefore there was some support for the Achievement Test measures but virtually none for Grade Point Average or the BRS scores.

Hypothesis 69: There will be negative relationships between the Occupational Interest Discrepancy Scores and the Criterion measures.

Of the forty-eight correlations examined, only four were significant in the predicted direction. Of these, two were at age ten and two at age fourteen. There were two correlations (one pair) significant at both age levels. These were between the discrepancy of Occupational Aspiration and Educational Aspiration and Reading Achievement. Significant at age ten only was the relation between the Occupational Aspiration/Educational Aspiration and Mathematics Achievement. Significant at age fourteen only was the relation between the Occupational Aspiration/Expectation Discrepancy score and GPA.

The correlations ranged between -.16 and -.33. The highest was between Occupational Aspiration/Educational Aspiration and Reading Achievement.

In Stage I, only two of the forty-eight correlations were significant. Therefore the hypothesis was rejected at both age levels.

Hypothesis 70: There will be a positive relationship between the SAI "Good Coping" measures and the Criterion measures.

Of the one hundred and twenty correlations examined (including the SAI Total scores) eighty were significant, all in the predicted direction. Of these, forty-six were in the ten-year-old sample.

Of these, fifty-six correlations (or twenty-eight pairs) were significant in both age samples. Significant at both age levels were the following relationships: (a) SAI Task Achievement with GPA and BRS Implementation; (b) SAI Authority with GPA, BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, Solver, and Anxiety; (c) SAI Aggression with BRS Task Achievement, Implementation, Initiation, and Anxiety; (d) SAI Interpersonal Relations with BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, and Anxiety; and (e) SAI Total score with GPA, BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, Solver, and Anxiety. Significant at age ten only were the following relationships: (a) SAI Task Achievement with Mathematics and Reading Achievement, BRS Task Achievement, Authority, Interpersonal Relations, Initiation, Solver, and Anxiety; (b) SAI Authority with Reading Achievement; (c) SAI Aggression with BRS Solver; (d) SAI Interpersonal Relations with Reading Achievement and BRS Solver; (e) SAI Anxiety with Reading Achievement, GPA, BRS Initiation and Solver; and (f) Total SAI score with Mathematics and Reading Achievement. Significant at age fourteen only were the following relationships: (a) SAI Authority with BRS Aggression; (b) SAI Aggression with Mathematics Achievement, GPA, and BRS Authority; (c) SAI Anxiety with Mathematics Achievement; and (d) Total SAI score with BRS Aggression.

The correlations ranged between .14 and .30. The highest (.30) was between the SAI Total score and BRS Initiation at age ten.

The SAI measures which were correlated most frequently with the various criterion measures were SAI Authority and the SAI Total score, while Anxiety was correlated least frequently. In general, the GPA and the various BRS scores had a greater proportion of significant correlations with the SAI than did the two achievement measures.

The same SAI hypothesis was not tested in Stage I. Based on Stage III data there was good support for the hypothesis at both age levels, especially for the BRS by SAI measures and at age ten.

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the Criterion measures.

Of the two hundred twenty-eight correlations examined (all at age fourteen), twenty-two were significant in the predicted direction.

(There were a number significant in the opposite direction from that predicted). The following were significant in the predicted direction: (a) Locus of Control with Reading Achievement; (b) Academic Locus of Control with BRS Interpersonal Relations; (c) Intrinsic/Extrinsic with BRS Task Achievement, Authority, Implementation, Self-Assertion, Initiation, Solver, Aggression, and Anxiety; (d) Independence/Interdependence with Reading Achievement; (e) Earned Status/Bestowed Status with Reading Achievement; (f) Self-Initiation/Other Initiation with Reading Achievement, BRS Task Achievement, Initiation, and Anxiety; (g) Self-Solver/Other Solver with Mathematics Achievement; (h) Self/Joint Implementation with BRS Implementation, Initiation, and Aggression; and (i) Activity/ Passivity Under Stress with BRS Authority.

The correlations ranged between .14 and .27. The highest (.27) was between Independence/Interdependence and Reading Achievement. Intrinsic/Extrinsic had the largest number of correlations with the criterion measures (all with the BRS).

The Views of Life was not administered in Stage I. Except for the Intrinsic/Extrinsic scale, the hypothesis must be rejected.

Hypotheses 72-75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the various areas of behavior.

Stance

Of the one hundred forty-four correlations examined, twenty-five were significant in the predicted direction. Of these, five were at age ten and twenty at age fourteen.

There were no correlations significant at both age levels. The following were significant at age ten only: (a) Anxiety Stance with GPA; (b) Interpersonal Relations Stance with BRS Task Achievement; (c) Task Achievement Stance with Reading Achievement; and (d) Total Stance with Reading Achievement and GPA. Significant at age fourteen only were the following relationships: (a) Authority Stance with GPA, BRS Task Achievement, Authority, Implementation, Initiation, Solver, Aggression, and Anxiety; (b) Interpersonal Relations Stance with BRS Aggression; (c) Task Achievement Stance with BRS Task Achievement, Authority, Implementation, Initiation, and Anxiety; and (d) Total Stance with BRS Task Achievement, Authority, Implementation, Initiation, Aggression, and Anxiety.

The correlations ranged between .14 and .29. The highest (.29) was between Interpersonal Relations Stance and BRS Task Achievement at age ten. It should be noted that twenty-one of the twenty-five correlations involved three scales only -- Authority, Task Achievement, and Total Stance. The Anxiety and Aggression scales were not significantly correlated with any of the criterion measures.

In Stage I, of the forty correlations only seven were significant, two at age ten and five at age fourteen.

In conclusion, there was no support for the Stance hypothesis at age ten and only very tentative support at age fourteen.

Engagement

Of the one hundred forty-four correlations examined, thirty-six were significant in the predicted direction. Of these, twenty-six were at age fourteen and ten were at age ten. There were two correlations (one pair) significant at both age levels. These were between Engagement Total score and BRS Solver. Significant at age ten only were the following relationships: (a) Anxiety Engagement with Reading Achievement, GPA, Solver, and Anxiety; (b) Interpersonal Relations Engagement with Reading Achievement and GPA; (c) Task Achievement Engagement with Reading Achievement; and (d) Total Engagement with Reading Achievement and GPA.

Significant at age fourteen only were the following relationships: (a) Authority Engagement with GPA, BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, Solver, Aggression, and Anxiety; (b) Interpersonal Relations Engagement with BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Anxiety; (c) Task Achievement Engagement with BRS Task Achievement, Authority, Initiation, and Anxiety; and (d) Engagement Total score with BRS Task Achievement, Authority, Implementation, Initiation, Solver, Aggression, and Anxiety.

The correlations ranged between .14 and .31. The highest (.31) was between Authority Engagement and BRS Aggression. It is interesting to note that there were no significant correlations involving Aggression Engagement and only two involving Anxiety Engagement. Also none of the Engagement scores were correlated with Mathematics Achievement or BRS Self-Assertion.

In Stage I, out of forty correlations, none were significant in the predicted direction. Thus, in conclusion, there was no support for the hypothesis at age ten and, due to lack of Stage I results, rather poor support at age fourteen.

Aid/Advice

Of the one hundred forty-four correlations examined, thirty-seven were significant in the predicted direction. Of these, thirteen were in the ten-year-old sample and twenty-four were in the fourteen-year-old sample. There were four correlations (two pairs) significant at both age levels. These were Aid/Advice Total score with both BRS Task Achievement and Solver. Significant at age ten only were the following relationships: (a) Aggression Aid/Advice with BRS Anxiety; (b) Anxiety

Aid/Advice with Reading Achievement, GPA, BRS Solver and Anxiety; (b) Interpersonal Relations Aid/Advice with Reading Achievement and GPA; (c) Task Achievement Aid/Advice with Reading Achievement and BRS Task Achievement; and (d) Total Aid/Advice with Reading Achievement and GPA.

Significant at age fourteen only were the following relationships. (a) Authority Aid/Advice with GPA, BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, Solver, Aggression, and Anxiety; (b) Interpersonal Relations Aid/Advice with BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Anxiety; (c) Task Achievement Aid/Advice with BRS Initiation and Aggression; and (d) Total Aid/Advice with BRS Task Achievement, Authority, Implementation, Initiation, Aggression, and Anxiety.

The correlations ranged between .14 and .30. The highest (.30) was between Authority Aid/Advice and BRS Aggression at age fourteen. Again Mathematices Achievement was not correlated with any Aid/Advice scores and neither was BRC Self-Assertion. There was only one correlation involving Aggression Aid/Advice with the criterion measures. This hypothesis was not tested in Stage I.

In summary, there was insufficient support at the ten-year-old level and rather poor support at the fourteen-year-old level for the hypothsis.

Coping Effectiveness

Of the one hundred forty-four correlations examined, forty were significant, all in the predicted direction. Of these, fourteen were at age ten and twenty-six at age fourteen. Of these, there were six correlations (three pairs) which were significant at both age levels. These were: (a) BRS Implementation with both Authority and Total Coping Effectiveness; and (b) BRS Anxiety with Anxiety Coping Effectiveness. Significant at age ten only were the following relationships: (a) Anxiety Coping Effectiveness with Reading Achievement, GPA, BRS Interpersonal Relations, Implementation, and Solver; (b) Interpersonal Relations Coping Effectiveness with Reading Achievement and GPA; (c) Task Achievement Coping Effectiveness with Reading Achievement; and (d) Total Coping Effectiveness with Reading Achievement, GPA, and BRS Solver. Significant at age fourteen only were the following relations: (a) Authority Coping Effectiveness with GPA, BRS Task Achievement, Authority, Initiation, Aggression, and Anxiety; (b) Interpersonal Relations Coping Effectiveness with BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Anxiety; (c) Task Achievement Coping Effectiveness with BRS Task Achievement, Authority, Implementation, Initiation, Aggression, and Anxiety; and (d) Total Coping Effectiveness with BRS Task Achievement, Authority, Initiation, Aggression, and Anxiety.

Mathematics Achievement and Self-Assertion were not correlated with any of the Coping Effectiveness scores; and Aggression Coping Effectiveness was not correlated with any of the criterion measures.

The correlations ranged between .14 and .27. The highest (.27) was between Total Coping Effectiveness and BRS Anxiety at age fourteen.

In Stage I, out of the forty-eight correlations examined, twelve were significant, six at age ten and six at age fourteen.

In conclusion, the hypothesis must be rejected in the ten-year-old sample and there was somewhat poor support in the fourteen-year-old sample.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Of the one hundred twenty correlations examined (including the Total Attitude scores) twenty-two were significant. Of these, one was at age ten and twenty-one at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Attitude toward Authority and GPA. Significant at age fourteen only were the following relationships: (a) Authority Attitude with BRS Task Achievement, Authority, Implementation, Initiation, and Anxiety; (b) Interpersonal Relations Attitude with Mathematics Achievement; (c) Task Achievement Attitude with GPA, BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Anxiety; and (d) Total Attitude with Mathematics Achievement, GPA, BRS Task Achievement, Authority, Implementation, Initiation, and Anxiety. Attitude toward Anxiety was the only scale not correlated with any of the criterion measures, though Interpersonal Relations Attitude was only correlated once. Reading Achievement, BRS Interpersonal Relations, Self-Assertion, and Aggression were not correlated with any of the Attitude measures.

The correlations ranged between .14 and .26. The highest (.26) was between Attitude toward Authority and BRS Initiation at age fourteen.

In Stage I, of the thirty-two correlations, five were significant, four at age ten and one at age fourteen.

In summary, there was no support for the hypothesis at age ten, but fair support at age fourteen in Stage III data.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion variables.

Of the one hundred twenty correlations examined, only two were significant, both at age fourteen. These were (a) Anxiety Positive Affect with Reading Achievement (.17) and (b) Task Achievement Positive Affect with Mathematics Achievement (.18).

In Stage I also, there were only two significant correlations. Therefore the hypothesis must be rejected at both age levels.

Hypotheses 78a-78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures.

Achievement Measures

Of the seventy-two correlations examined, four were significant in the predicted direction, all at age ten. These were: (a) Reading Achievement with Anxiety Depressive Affect, Task Achievement Depressive Affect, and Total Depressive Affect; and (b) GPA with Authority Hostile Affect. The correlations ranged between -.14 and -.19. The highest was between GPA and Authority Hostile Affect.

In Stage I there were seven significant correlations in the predicted direction, two at age ten and five at age fourteen.

In summary, the hypothesis must be rejected at both age levels.

Behavior Rating Scales

Of the two hundred sixteen correlations examined, sixteen were significant, all in the predicted direction. Of these, six were at age ten and ten at age fourteen. The following correlations were significant at age ten only: (a) BRS Authority with Task Achievement Depressive Affect; (b) BRS Interpersonal Relations with Anxiety Hostile Affect; and (c) BRS Initiation, Solver, and Implementation with Anxiety Hostile Affect. Significant at age fourteen only were the following relationships: (a) Interpersonal Relations Hostile Affect with BRS Task Achievement, Authority, Implementation, and Anxiety; and (b) Total Hostile Affect with BRS Task Achievement, Authority, Interpersonal Realtions, Implementation, Initiation, and Anxiety.

The correlations ranged between -.14 and -.20. The highest was between Total Hostile Affect and BRS Authority.

In Stage I, there was only one significant correlation with the BRS Total score.

Based on the findings of these two studies together, the hypothesis must be rejected at both age levels.

Hypotheses 79-88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

Stance

Of the one hundred ninety-two correlations examined, only four were significant in the predicted direction, one at age ten and three at age fourteen. Significant at age ten was the relationship between Nonacademic Task Achievement Stance and Mathematics Achievement (.23). Significant at age fourteen were the following relationships: Aggression with Mathematics Achievement (.14), BRS Self-Assertion (.14), and BRS Solver (.16).

In Stage I, the Stance variable was not tested. Based on Stage III data the hypothesis must be rejected.

Engagement

Of the one hundred ninety-two correlations examined, eight were significant in the predicted direction (with seven significant in the direction opposite from that predicted). Of those in the predicted direction, one was at age ten and seven were at age fourteen. Significant at age ten was the relationship between Nonacademic Task Achievement Engagement and Mathematics Achievement. Significant at age fourteen were the following relationships: (a) Aggression Engagement with Mathematics Achievement, GPA, BRS Self-Assertion, and Solver; (b) Story Four Anxiety Engagement with BRS Self-Assertion; and (c) Total Engagement with GPA and BRS Self-Assertion.

The correlations ranged between .14 and .22. The highest (.22) was between Nonacademic Task Achievement Engagement and Mathematics Achievement at age ten.

In Stage I,of the seventy-two correlations, fourteen were significant, twelve at age ten and two at age fourteen. Based upon these findings, the hypothesis must be rejected at both age levels.

Initiation

Of the one hundred ninety-two correlations examined, five were significant in the predicted direction, two at age ten and three at age fourteen. Significant at age ten were the relationships of Nonacademic Task Achievement with both Mathematics Achievement (.19) and BRS Self-Assertion (.14). Significant at age fourteen only were the following relationships: (a) Aggression with Mathematics Achievement (.18) and (b) Story Six Anxiety with both BRS Initiation (.16) and BRS Anxiety (.15).

In Stage I, of the seventy-two correlations, ten were significant, all at age ten.

Based on the combined findings of both studies, the hypothesis for Initiation must be rejected at both age levels.

Aid/Advice

Of the one hundred ninety-two correlations examined, eight were significant in the predicted direction. Of these, one was at age ten and the other seven at age fourteen. Significant at age ten was the relationship between Aggression and Reading Achievement. Significant at age fourteen were the following relationships: (a) Story Four Anxiety with GPA, and (b) Story Six Anxiety with BRS Task Achievement, Authority, Implementation, Initiation, Aggression, and Anxiety.

The correlations ranged between .17 and .22. The highest was between Story Six Anxiety and BRS Initiation at age fourteen. The majority of the correlations involved Story Six Anxiety.

Aid/Advice was not measured in Stage I. Based on Stage III findings, the hypothesis must be rejected at both age levels.

Solver

Of the one hundred ninety-two correlations examined, nine were significant in the predicted direction. Of these, three were at age ten and six at age fourteen. Significant at age ten only were the following relations: (a) Authority with GPA and (b) Mathematics Achievement with Story Four Anxiety and Nonacademic Task Achievement. Significant at age fourteen only were the following relations: (a) Aggression with Mathematics Achievement and GPA, and (b) Story Six Anxiety with BRS Authority, Implementation, Initiation, and Anxiety.

The correlations ranged between .14 and .19. The highest was between Story Six Anxiety and BRS Authority.

Solver was not measured in Stage I. Based on Stage III findings, the hypothesis must be rejected at both age levels.

Implementation

Of the one hundred ninety-two correlations examined, thirteen were significant. Of these, seven were at age ten and six at age fourteen. The following were significant at age ten only: (a) Interpersonal Relations with BRS Task Achievement, Authority, Interpersonal Relations, Implementation, and Initiation; (b) Nonacademic Task Achievement with Mathematics Achievement; and (c) Total Implementation with BRS Aggression. Significant at age fourteen only were the following relationships: (a) Aggression with Mathematics Achievement and GPA; (b) Story Six Anxiety with BRS Authority, Implementation and Initiation; and (c) Interpersonal Relations with Mathematics Achievement.

The correlations ranged between .14 and .23. The highest was between Aggression Implementation and Mathematics Achievement.

In Stage I, of the sixty-four correlations involving Implementation, eleven were significant, nine at age ten and two at age fourteen. Based on the findings of both studies combined, the hypothesis for Implementation must be rejected.

Outcome

Of the one hundred ninety-two correlations examined, ten were significant, all in the predicted direction. Of these, six were in the ten-year-old sample and four in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Aggression Outcome with Reading Achievement and GPA; (b) Authority Outcome with Reading Achievement; (c) Nonacademic Task Achievement with Mathematics Achievement Outcome; and (d) Total Outcome with Mathematics and Reading Achievement. Significant at age fourteen only were the following relationships: (a) Story Four Anxiety Outcome with GPA; (b) Nonacademic Task Achievement Outcome with Reading Achievement; and (c) Total Outcome with GPA. It should be noted that none of the Outcome socres were correlated with any of the BRS ratings.

The correlations ranged between .14 and .27. The highest (.27) was between Nonacademic Task Achievement Outcome and Mathematics Achievement at age ten. This hypothesis was not tested in Stage I. Based on the findings from Stage III, the hypothesis must be rejected totally for the BRS and there was rather poor support for the Achievement measures.

Evaluation of Outcome

Of the one hundred ninety-two correlations examined, eight were significant in the predicted direction. Of these, six were at age ten and two at age fourteen. Significant at age ten only were the following relations: (a) Aggression Evaluation of Outcome with BRS Interpersonal Relations and Self-Assertion; (b) Interpersonal Relations Evaluation of Outcome with Mathematics and Reading Achievement and BRS Solver; and (c) Total Evaluation of Outcome with Reading Achievement. Significant at age fourteen only were the relationships of (a) Aggression Evaluation of Outcome with GPA, and (b) Story Four Anxiety Evaluation of Outcome with Reading Achievement.

The correlations ranged between .14 and .20. The highest was between Interpersonal Relations Evaluation of Outcome and Reading Achievement at age ten.

This hypothesis was not tested in Stage I. Based on Stage III findings it must be rejected at both age levels.

Coping Effectiveness

Of the one hundred ninety-two correlations examined, ten were significant in the predicted direction. Of these, six were at age ten and four at age fourteen. Significant at age ten only were the following correlations: (a) Aggression Coping Effectiveness with Reading Achievement; (b) Interpersonal Relations Coping Effectiveness with Mathematics Achievement, Reading Achievement, BRS Interpersonal Relations and Initiation; and (c) Nonacademic Task Achievement Coping with Mathematics Achievement. Significant at age fourteen only were the following relationships: (a) Aggression Coping with Mathematics Achievement and GPA; (b) Story Four Anxiety Coping with GPA; and (c) Total Coping with GPA.

The correlations ranged between .14 and .25. The highest (.25) was between Nonacademic Task Achievement Coping and Mathematics Task Achievement at age ten.

In Stage I, out of seventy-two correlations, thirteen were significant in the predicted direction, all at age ten.

In summary, while there was better support for the hypothesis at age ten than at age fourteen in both studies, the hypothesis for Coping Effectiveness must be rejected overall.

Instrumentality

Of the one hundred ninety-two correlations examined, fourteen were significant in the predicted direction. Of these, thirteen were at age ten and one at age fourteen. Significant at age ten only were the following relationships: (a) Authority Instrumentality with BRS Initiation; (b) Interpersonal Relations Instrumentality with Reading Achievement; (c) Nonacademic Task Achievement Instrumentality with Mathematics and Reading Achievement, BRS Task Achievement, Authority, Interpersonal Relations, Self-Assertion, Solver, and Anxiety; and (c) Total Instrumentality with Reading Achievement and BRS Task Achievement. Significant at age fourteen only was the relation between Story Six Anxiety Instrumentality and BRS Self-Assertion.

The correlations ranged between .14 and .25. The highest was between Nonacademic Task Achievement and BRS Task Achievement at age ten.

In Stage I, for a similar dimension, Persistence, out of seventy-two correlations ten were significant, seven at age ten and three at age fourteen.

Based on the findings of both studies, though the support was stronger at age ten, the hypothesis must be rejected overall.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimensions.

Of the one hundred ninety-two correlations examined, twelve were significant in the predicted direction. Of these, six were at age ten and six at age fourteen. Significant at age ten only were the following relationships: (a) Authority Positive Affect with BRS Task Achievement, Authority, Implementation, Initiation, and Anxiety; and (b) Academic Task Achievement Positive Affect with BRS Task Achievement. Significant at age fourteen only were the following relations: (a) Aggression Positive Affect with GPA and BRS Self-Assertion; (b) Authority Positive Affect with Mathematics Achievement; (c) Story Four Anxiety Positive Affect with BRS Self-Assertion; and (d) Interpersonal Relations Positive Affect with GPA and BRS Self-Assertion.

The correlations ranged between .14 and .23. The highest was between Interpersonal Relations Positive Affect and GPA at age fourteen. Affect was not measured in the same manner in Stage I so conclusions must be based on Stage III findings that led to the rejection of the hypothesis.

Hypothesis 90: There will be a negative relationship between the Criterion measures and the Story Completion Negative Affect dimensions.

Of the one hundred ninety-two correlations examined, only three were significant in the predicted direction, two at age ten and one at age fourteen. Significant at age ten was the relationship between Authority Negative Affect and both GPA (-.14) and BRS Aggression (-.17). Significant at age fourteen was the relationship between Interpersonal Relations Negative Affect and BRS Aggression (-.14).

Affect was not measured in the same manner in Stage I. Based on Stage III findings, the hypothesis must be completely rejected.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

None of the thirty-two correlations examined were significant in the predicted direction. In Stage I only, three of the correlations were significant, all at age fourteen. Therefore the hypothesis must be rejected.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

Only one of the correlations was significant and that was for Father Interaction at age fourteen (.14). In Stage I, none of the correlations were significant. Therefore the hypothesis was rejected.

Hypothesis III: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

Of the twenty-four correlations examined, five were significant, all at age fourteen. These were: (a) Self-Concept with Implementation (.22) and Initiation (.19); (b) Mother Interaction with Implementation (.14); and (c) Father Interaction with Implementation (.20) and Initiation (.19). This same hypothesis was not tested in Stage I. Based on Stage III findings, there was no support for the hypothesis at age ten and very moderate support at age fourteen.

FIGURE 3

DRAFT TABLES OF SIGNIFICANT CORRELATIONS - STAT 333

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measure.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE		2 MATH		3 READING GRADE		4 G.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.37	.21	.34	.19	.32	
2	MATH	.37	.21				.15		.46
3	READING GRADE	.34	.19		.15				
4	POINT AVERAGE	.32			.46				

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BRS 2 A - IA		6 BRS 3 ATTENTIVE		7 BRS 4 IPR		8 BRS 5 IMPLEMENT.		9 BRS 6 SELF-ASSER		10 BRS 7 INITIATIVE		11 BRS 8 SERVE		12 BRS 9 AGGRESSIVE		13 BRS 10 ASPIRATY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.22	.19	.17	.17	.26		.21	.16			.21	.17	.20	.16			.25	.16
3	READING GRADE	.19		.22	.18	.25		.29				.29	.14	.24		.14		.28	.16
4	POINT AVERAGE	.34	.43	.28	.34	.25		.36	.41	.17	.21	.35	.43	.33	.39	.15	.20	.37	.41

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. AESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTELL. STIM		21 OCC. VAL. CREATIVITY		22 OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM			-.24		-.19				.24	.27	.15			-.22		
15	ESTHETICS	-.24					-.15			-.31	-.21	-.26		-.20		-.17	
16	INDEPENDENCE	-.19			-.15												
17	MANAGEMENT									-.24	-.18		-.31				-.15
19	SELF-SATISFACTION	.24	.27	-.31	-.21			-.24	-.18				.17		-.23		
20	INTELLECTUAL STIMULATION	.15		-.26					-.31		.17			.19	.25	.37	.46
21	CREATIVITY		-.22	-.20							-.23	.19	.25			.22	.21
22	VARIETY			-.17					-.15			.37	.46	.22	.21		
29	TOTAL INTRINSIC	.42	.24		.23		.15	.22		.17	.22	.52	.54	.30	.31	.51	

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. EST. FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS											-.25	-.22		
22	SECURITY					-.17	-.17								.24
23	PRESTIGE			-.17	-.17			.34	.42	-.24	-.33	-.25	-.31		
24	ECONOMIC RETURNS					.34	.42			-.29	-.26	-.15	-.23		
25	SURROUNDINGS					-.24	-.33	-.29	-.26			.26			-.19
26	ASSOCIATES		-.25			-.25	-.31	-.15	-.23		.26				-.17
28	ESTEEM FATHER	-.22			.24						-.19		-.17		
30	TOTAL EXTRINSIC	.29	.23	.27	.23	.44	.37	.33	.35			.32		.19	.25

FIGURE 3

BRAZIL [illegible] - STAGE II

HYPOTHESIS 5: There will be positive relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14		15		16		17		19		20		21		27		29	
		OCC. VAL. PRESTIGE		OCC. VAL. ESTAB. LIFE		OCC. VAL. ALTRUISM		OCC. VAL. MANAGERIAL		OCC. VAL. SELF-GROWTH		OCC. VAL. INTEL. STIM.		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY		TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
10	SUCCESS			-.29	-.30			-.21			.20						-.22	-.29	-.20
22	SECURITY				-.25	-.20						-.17	-.26				-.15	-.27	-.43
23	PRESTIGE	-.46	.31	.25	.16		-.20			-.30	-.35	-.27	-.22			-.21	-.14	-.44	-.37
24	ECONOMIC RETURNS	-.36	.31						.21	-.29	-.42	-.37	-.33			-.33	-.19	-.53	-.56
25	ACKNOWLEDGE	.23	.22				.14	-.15	-.22	.24	.25			-.21		-.14	-.20		
26	ASSOCIATES		.14				.17	-.15	-.21						-.21				
28	FATHER FOLLOW	-.36				-.17	-.18					-.18	-.15			-.15		-.37	-.35
30	EXTRINSIC VITAL	-.42	.24		-.23	-.17	-.15	-.22		-.17	-.22	-.52	-.54	-.30	-.31	-.52	-.44	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status level measures of the occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation & Educational Aspiration

		31*		32*		36*	
		OCC. INT. OCC. ASP.		OCC. INT. OCC. EXP.		OCC. INT. ED. ASP.	
		14		10	14	10	14
31	OCCUPATIONAL ASPIRATION			.74	.46	.41	.29
32	OCCUPATIONAL EXPECTATION	.74	.46			.36	.34
36	EDUCATIONAL ASPIRATION	.41	.29	.36	.34		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34		35	
		OCC. INT. EXP./ASP.		OCC. INT. OCC./ASP.	
		10	14	10	14
34	OCCUPATIONAL EXPECTATION ASPIRATION			.21	.40
35	OCCUPATIONAL ASPIRATION	.21	.40		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37		38		39		40		41	
		SAI ACHIEVEMENT		SAI AUTHORITY		SAI AGGRESSION		SAI ERR		SAI ANXIETY	
		14		10	14	10	14	10	14	10	14
37	SAI TASK ACHIEVEMENT			.44	.48	.30	.37	.26	.22	.43	.20
38	AUTHORITY	.48				.36	.52	.45	.41	.32	.31
39	AGGRESSION	.37	.36	.52				.30	.55	.24	.33
40	INTERPERSONAL RELATIONS	.22	.45	.41	.50	.55				.16	.29
41	ANXIETY	.20	.32	.31	.24	.33	.16	.29			
42	TOTAL SCORE	.59	.73	.76	.75	.84	.77	.76	.52	.53	

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub syndromes plus the Total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V61 14	44 V61 14	45 V61 14	46 V61 14	47 V61 14	48 V61 14	49 V61 14	50 V61 14	51 V61 14	52 V61 14	53 V61 14	54 V61 14	55 V61 14	56 V61 14	58 V61 14	59 V61 14	60 V61 14	61 V61 14	62 V61 14	63 V61 14
43	LOCUS OF CONTROL ACADEMIC											.16				.23				-.21	.41
44	LOCUS OF CONT. ACTION -																				.27
45	INACTION IMMEDIATE -																				.17
46	DELAYED RATE OF					.16	-.16		.18			.19					-.14				.37
47	ACTION INTRINSIC -				.16		-.26		.16			-.13									.20
48	EXTRINSIC TASK ACH.-				-.16	-.26			-.26				.15			.17			.15	-.17	.18
49	IPR COMPETITION-																				.26
50	CO-OPERATION INDEPENDENT-				.18	.16	-.26				-.17	-.14		.15							
51	INTERDEPENDENT EARNED STATUS-										.23						-.25	.25			.24
52	BESTOWED STATUS CONFRONT -								-.17	.23		.20					-.14	.13			.19
53	AVOID SELF-INITI.	.16			.19	-.15			-.14		.20							.20			.26
54	OTHER INITI. SELF SOLVER -						.15									.23		.21	.29		.46
55	OTHER SOLVER SELF - JOINT								.15						.20			.15			.28
56	IMPLEMENTATION INSTRUMENT -													.20					.14		.28
58	FANTASY CONT./EXPRESS-	.23					.17						.23						.25	-.17	.34
59	IVITY & ACCEPT. ACT./PASS.				-.14					-.25	-.14										
60	UNDER STRESS POS./NEG.									.25	.15	.20	.21	.15							.33
61	SELF-CONCEPT VIEW OF						.15						.29		.14	.25					.38
62	LIFE TOTAL	-.21					-.17									-.17					
63	SCORE	.41	.27	.17	.37	.20	.18	.26		.24	.19	.26	.46	.28	.28	.34		.33	.38		

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	14	83 STANCE AUTHORITY 10	14	92 STANCE ANXIETY 10	14	74 STANCE IPR 10	14	65 STANCE TASK ACH. 10	14
100	STANCE AGGRESSION				.16				.16		
83	AUTHORITY		.16				.17		.25	.15	
92	ANXIETY				.17						
74	INTERPERSONAL RELATIONS		.16		.25					.14	.14
65	TASK ACHIEVEMENT			.15				.14	.14		
109	TOTAL STANCE	.35	.40	.56	.67	.40	.49	.58	.62	.56	.47

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION 10	14	84 ENGAGEMENT AUTHORITY 10	14	93 ENGAGEMENT ANXIETY 10	14	75 ENGAGEMENT IPR 10	14	66 ENGAGEMENT TASK ACH. 10	14
101	ENGAGEMENT AGGRESSION				.15		.19		.17		
84	AUTHORITY		.15								
93	ANXIETY		.19						.18		
75	INTERPERSONAL RELATIONS		.17				.18			.29	.27
66	TASK ACHIEVEMENT							.29	.27		
110	TOTAL ENGAGEMENT	.55	.59	.41	.41	.61	.55	.69	.68	.68	.59

FIGURE 3

BRAZIL TABLES OF SOCIETAL POPULATION - SAMPLE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION			.23	.16					.15	
76	AUTHORITY	.23	16						.14		.15
85	ANXIETY								.15	.17	
94	INTERPERSONAL RELATIONS				.14		.15				.22
102	TASK ACHIEVEMENT	.15			.15	.17			.22		
111	TOTAL AID/ADVICE	.67	.57		.63	.12	.44		.54	.93	.34

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas.

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.18	.25			.15	.24	.16	
86	AUTHORITY	.18	.25				.17				
95	ANXIETY				.17			.18	.15	15	
77	INTERPERSONAL RELATIONS	.15	.24			.18	.15			.20	.28
68	TASK ACHIEVEMENT	.16				.15		.20	.28		
112	TOTAL COPING EFF.	.50	.45	.60	.65	.52	.43	.58	.62	.57	.57

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.64	.70	.64	.70	.69	.75
110	TOTAL ENGAGEMENT	.64	.70			.93	.95	.67	.77
111	TOTAL AID/ADVICE	.64	.70	.93	.95			.66	.74
112	TOTAL COPING EFF.	.69	.75	.67	.77	.66	.74		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY			.17	.26		.25	.18	.25
91	ANXIETY	.17	.26					.21	.22
73	INTERPERSONAL RELATIONS		.25						
64	TASK ACHIEVEMENT	.18	.25	.21	.22				
108	TOTAL ATTITUDE	.67	.80	.47	.40	.60	.65	.51	.56

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST. AFF. AGGRESSION		87 HOST. AFF. AUTHORITY		96 HOST. AFF. ANXIETY		78 HOST. AFF. IPR		69 HOST. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.17	.22	.13			.25		
87	AUTHORITY	.17	.22			.22				.27	.16
96	ANXIETY	.13		.22				.17			.16
78	INTERPERSONAL RELATIONS		.25			.17					
69	TASK ACHIEVEMENT			.27	.16		.16				
113	TOTAL HOSTILE AFFECT	.60	.66	.60	.68	.55	.40	.57	.59	.30	.33

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE. AFF. AUTHORITY		97 DEPRE. AFF. ANXIETY		79 DEPRE. AFF. IPR		70 DEPRE. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS. AFF.										
105	AGGRESSION			.36	.20	.17		.14	.17		
88	AUTHORITY	.36	.20			.24	.32	.35	.33		.21
97	ANXIETY	.17		.26	.32			.35	.32	.17	.23
79	INTERPERSONAL RELATIONS	.14	.17	.35	.33	.35	.32				
70	TASK ACHIEVEMENT				.21	.17	.23				
114	TOTAL DEPRESSIVE	.51	.40	.78	.77	.65	.67	.70	.71	.25	.38

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.17	.24	.15	.19	.16	.19		.19
89	AUTHORITY	.17	.24			.19	.18	.20	.24		.14
98	ANXIETY	.15	.19	.19	.18			.28	.25	.20	.16
80	INTERPERSONAL RELATIONS	.16	.19	.20	.24	.28	.25				.15
71	TASK ACHIEVEMENT		.19		.14	.20	.16		.15		
115	TOTAL NEUTRAL AFF.	.51	.56	.66	.69	.62	.57	.66	.67	.38	.43

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										
99	ANXIETY										
81	INTERPERSONAL RELATIONS										
72	TASK ACHIEVEMENT										
110	TOTAL POS. AFFECT					.72	.71			.47	.49

[illegible]

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the total positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.23	-.30	.16		-.18	

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE			-.19		-.39	-.45		.16
110	TOTAL ENGAGEMENT			-.33	-.38		-.14	.16	.35
111	TOTAL AID/ADVICE			-.28	-.35	-.18	-.16	.14	.31
112	TOTAL COPING EFF.			-.58	-.58	-.36	-.36		.28

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	Story 3 AGGRESSION						.21				.19		.15		.14
177	Story 5 AUTHORITY							.17			.25				
163	Story 4 ANXIETY		.21								.24	.16	.16		
191	Story 6 ANXIETY			.17							.15				
135	Story 2 IPR		.19		.25		.24		.15					.16	
121	Story 1 ACAD.TASK ACH.		.15			.16	.16								
205	Story 7 NA - TASK ACH.		.14							.16					
219	TOTAL STANCE	.47	.48	.32	.38	.35	.51	.52	.47	.19	.53	.52	.54	.57	.31

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	Story 3 AGGRESSION						.24				.18				.17
178	Story 5 AUTHORITY							.20	.16		.29				
164	Story 4 ANXIETY		.24								.20	.15			
192	Story 6 ANXIETY			.20	.16						.16				
136	Story 2 IPR		.18		.29		.20		.16						
122	Story 1 ACAD.TASK ACH.					.15									-.15
206	Story 7 NA - TASK ACH.		.17										-.15		
220	TOTAL ENGAGEMENT	.40	.48	.31	.41	.32	.50	.54	.56	.22	.55	.54	.53	.55	.23

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														
151	AGGRESSION														.17
	Story 5														
179	AUTHORITY							.17	.14		.23				
	Story 4														
165	ANXIETY														
	Story 6														
193	ANXIETY			.17	.14					.16					
	Story 2														
137	IPR				.23			.16							
	Story 1														
123	ACAD.TASK ACH.														
	Story 7														
207	NA - TASK ACH.		.17												
	TOTAL														
221	INITIATION	.40	.44	.36	.38	.38	.42	.52	.49	.26	.44	.46	.53	.57	.27

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														
152	AGGRESSION														
	Story 5														
180	AUTHORITY														
	Story 4												.15		
166	ANXIETY														
	Story 6														
194	ANXIETY														
	Story 2														-.21
138	IPR														
	Story 1						.15								
124	ACAD.TASK ACH.														
	Story 7										-.21				
208	NA - TASK ACH.														
	TOTAL														
222	AID/ADVICE	.36	.40	.44	.38	.38	.51	.49	.39	.24	.36	.49	.56	.44	.28

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														
153	AGGRESSION														
	Story 5														
181	AUTHORITY														
	Story 4										.14				
167	ANXIETY														
	Story 6														
195	ANXIETY														
	Story 2														
139	IPR						.14								-.15
	Story 1														
125	ACAD.TASK ACH.														
	Story 7														
209	NA - TASK ACH.														
	TOTAL														
223	SOLVER	.41	.44	.40	.40	.35	.46	.50	.42	.25	.35	.48	.55	.48	.26

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														
154	AGGRESSION						.14								
	Story 5														
182	AUTHORITY							.15			.15				
	Story 4														
168	ANXIETY		.14						-.18		.20				
	Story 6														
196	ANXIETY			.15			-.18								
	Story 2														
140	IPR				.15		.20								
	Story 1														
126	ACAD.TASK ACH.														
	Story 7														
210	NA - TASK ACH.														
	TOTAL														
224	IMPLEMENTATION	.38	.44	.29	.33	.30	.44	.52	.42	.24	.41	.45	.54	.47	

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														
155	AGGRESSION							.18							
	Story 5														
183	AUTHORITY							.18							
	Story 4														
169	ANXIETY							.18					.15	.19	-.17
	Story 6														
197	ANXIETY	.18		.18		-.18					.23				-.19
	Story 2														
141	IPR								.23						
	Story 1														
127	ACAD.TASK ACH.						.15								
	Story 7														
211	NA - TASK ACH.					.19	-.17		-.19						
	TOTAL														
225	OUTCOME	.38	.41	.40	.41	.58	.47	.42	.42	.40	.52	.37	.53	.50	

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														
156	AGGRESSION										.17				
	Story 5														
184	AUTHORITY					.16								.17	
	Story 4														
170	ANXIETY			.16				.18						.20	-.20
	Story 6														
198	ANXIETY					.18					.16				.20
	Story 2														
142	IPR		.17						.16			.25			.25
	Story 1														
128	ACAD.TASK ACH.									.25					
	Story 7														
212	NA - TASK ACH.			.17		.20	-.20		.20		.25				
	TOTAL EVAL.														
226	OF OUTCOME	.36	.42	.44	.48	.57	.35	.41	.43	.50	.53	.44	.37	.48	.45

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION 10	157 Story 3 AGGRESSION 14	185 Story 5 AUTHORITY 10	185 Story 5 AUTHORITY 14	171 Story 4 ANXIETY 10	171 Story 4 ANXIETY 14	199 Story 6 ANXIETY 10	199 Story 6 ANXIETY 14	143 Story 2 IPR 10	143 Story 2 IPR 14	129 Story 1 A - TA 10	129 Story 1 A - TA 14	213 Story 7 NA - TA 10	213 Story 7 NA - TA 14
	Story 3						.23								
157	AGGRESSION								.16		.22				
	Story 5								-.16		.15	.16			
185	AUTHORITY														
	Story 4		.23												
171	ANXIETY				.16		-.16								
	Story 6														
199	ANXIETY				.22		.16					.19			
	Story 2														
143	IPR					.16				.19					
	Story 1														
129	ACAD. TASK ACH.														
	Story 7														
213	NA - TASK ACH.														
	TOTAL														
227	COPING EFF.	.36	.47	.36	.44	.38	.42	.50	.45	.29	.49	.52	.55	.55	.20

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION 10	162 Story 3 AGGRESSION 14	190 Story 5 AUTHORITY 10	190 Story 5 AUTHORITY 14	176 Story 4 ANXIETY 10	176 Story 4 ANXIETY 14	204 Story 6 ANXIETY 10	204 Story 6 ANXIETY 14	148 Story 2 IPR 10	148 Story 2 IPR 14	134 Story 1 A - TA 10	134 Story 1 A - TA 14	218 Story 7 NA - TA 10	218 Story 7 NA - TA 14
	Story 3										.18				
162	AGGRESSION												-.14		
	Story 5														
190	AUTHORITY										.20				
	Story 4													.14	
176	ANXIETY														
	Story 6														
204	ANXIETY														
	Story 2		.18				.20								
148	IPR														
	Story 1				-.14										
134	ACAD. TASK ACH.														
	Story 7							.14							
218	NA - TASK ACH.														
	TOTAL														
232	INSTRUMENTALITY	.48	.52	.28	.31	.49	.54	.41	.41	.30	.55	.34	.20	.55	.41

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE 10	219 TOTAL STANCE 14	220 TOTAL ENGAGEMENT 10	220 TOTAL ENGAGEMENT 14	221 TOTAL INITIATION 10	221 TOTAL INITIATION 14	222 TOTAL AID ADVICE 10	222 TOTAL AID ADVICE 14	223 TOTAL SOLVES 10	223 TOTAL SOLVES 14	224 TOTAL IMPLEMENT. 10	224 TOTAL IMPLEMENT. 14
	TOTAL			.93	.90	.90	.91	.59	.66	.65	.72	.71	.80
219	STANCE												
	TOTAL	.93	.90			.86	.90	.61	.62	.67	.62	.72	.74
220	ENGAGEMENT												
	TOTAL	.90	.91	.85	.90			.62	.73	.69	.75	.73	.84
221	INITIATION												
	TOTAL	.59	.66	.61	.62	.62	.73			.82	.88	.77	.80
222	AID/ADVICE												
	TOTAL	.65	.72	.67	.62	.69	.75	.82	.88			.89	.90
223	SOLVER												
	TOTAL	.71	.80	.72	.74	.73	.84	.77	.80	.89	.90		
224	IMPLEMENTATION												
	TOTAL	.54	.54	.51	.54	.47	.53	.26	.36	.29	.37	.47	.45
225	OUTCOME												
	TOTAL EVAL.	.31	.27	.31	.28	.29	.21		.18		.21	.20	.25
226	OF OUTCOME												
	TOTAL	.86	.90	.85	.86	.86	.90	.70	.77	.78	.83	.84	.88
227	COPING EFFECT.												
	TOTAL RESPONSE												
228	LENGTH												
	TOTAL	.35	.53	.36	.48	.42	.49	.23	.21	.31	.40	.32	.36
232	INSTRUMENTALITY												

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTCOME		226 COP. EFF. EVAL. OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES. LENGTH		232 COP. EFF. INSTRUMENT	
		10	14	10	14	10	14	10	14	10	14
225	TOTAL OUTCOME			.57	.36	.74	.73			.20	.29
226	TOTAL EVAL.. OF OUTCOME	.57	.36			.52	.41			.16	
227	TOTAL COP.EFFECT.	.74	.73	.52	.41					.44	.50
228	TOTAL RESPONSE LENGTH									.39	.24
232	TOTAL INSTRUMENTALITY	.20	.29	.16		.44	.50	.39	.24		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
158	Story 3 AGGRESSION			.69	.45	.64	.56	.62	.26	.58	.55	.26	.44	.48	.44
186	Story 5 AUTHORITY	.69	.45			.57	.60	.70	.27	.55	.47	.30	.36	.60	.54
172	Story 4 ANXIETY	.64	.56	.57	.60			.63	.32	.64	.49	.26	.46	.54	.46
200	Story 6 ANXIETY	.62	.26	.70	.27	.63	.32			.54		.36	.15	.63	.35
144	Story 2 IPR	.58	.55	.55	.47	.64	.49	.54				.28	.44	.46	.36
130	Story 1 ACAD.TASK ACH.	.26	.44	.30	.36	.26	.46	.36	.15	.28	.44			.31	.27
214	Story 7 NA - TASK ACH.	.48	.44	.60	.54	.54	.46	.63	.35	.46	.36	.31	.27		
228	TOTAL LENGTH OF RESPONSE	.77	.69	.80	.70	.78	.75	.82	.74	.74	.61	.63	.58	.74	.68

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
159	Story 3 AGGRESSION				.15					.17	.15			.17	
187	Story 5 AUTHORITY		.15			.14							.18	.14	
173	Story 4 ANXIETY			.14				.17					.20		
201	Story 6 ANXIETY					.17									.14
145	Story 2 IPR	.17	.15												
131	Story 1 ACAD.TASK ACH.				.18		.20								.18
215	Story 7 NA - TASK ACH.	.17		.14					.14				.18		
229	TOTAL POSITIVE AFF.	.42	.38	.38	.43	.46	.45	.22	.34	.64	.49	.32	.61		.48

TABLE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3														.26
160	AGGRESSION			.15											
	Story 5														
188	AUTHORITY	.15				.25	.18	.34				.14		.31	
	Story 4														
174	ANXIETY			.25	.18			.22		.16				.24	
	Story 6														.17
202	ANXIETY			.34		.22									
	Story 2														
146	IPR					.16							.15		
	Story 1														
132	ACAD.TASK ACH.			.14							.15			.14	.16
	Story 7														
216	NA - TASK ACH.		.26	.31		.24			.17			.14	.16		
	TOTAL NEGATIVE														
230	AFFECT HERO	.39	.54	.64	.54	.58	.56	.51	.48	.38	.38	.35	.43	.60	

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 Story 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 3				.15				.18	.19	.17				.29
161	AGGRESSION														
	Story 5														.14
189	AUTHORITY		.15			.34	.23	.30	.19						
	Story 4														.17
175	ANXIETY			.34	.23			.15	.19	.22					
	Story 6													.20	.22
203	ANXIETY		.18	.30	.19	.15	.19								
	Story 2														
147	IPR	.19	.17			.22						.14			
	Story 1														.20
133	ACAD.TASK ACH.									.14					
	Story 7														
217	NA - TASK ACH.		.29		.14		.17	.20	.22				.20		
	TOTAL AFFECT														
231	HERO & OTHERS	.47	.60	.50	.51	.53	.51	.50	.51	.54	.43	.36	.40	.54	.50

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total affect x Total Coping Style Measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID ADVICE		223 TOTAL SOLVES		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL.OUTC.		227 TOTAL COP.EFF.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE										-.18		-.15	.18	.15	.28	.23	.21		.21	
229	AFFECT HERO	.16		.15		.14															
	TOTAL NEGATIVE																				
230	AFFECT HERO	-.25	-.23	-.23	-.17	-.25	-.21	-.20	-.24	-.17	-.29	-.23	-.28	-.37	-.19	-.26		-.34	-.27		

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	Story 1										.17						
130	RES. LENGTH																
	Story 2			-.20													
144	RES. LENGTH																
	Story 3																
158	RES. LENGTH																
	Story 4																
172	RES. LENGTH																
	Story 5																
186	RES. LENGTH																
	Story 6			-.20										-.19			
200	RES. LENGTH																
	Story 7		-.17	-.14									-.18	-.24	-.23		
214	RES. LENGTH																
	TOTAL RESPONSE			-.14										-.17	-.17		
228	LENGTH																

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimension and coping effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the total scores.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		146 Story 3 AGGRESSION		174 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
150	AGGRESSION					-.18	.17										
83	AUTHORITY																
92	ANXIETY											.16					
74	IPR	-.20						-.17		-.16			.14		.13	-.17	.17
65	TASK ACH.								.15					-.14			
	TOTAL																
109	STANCE								.17						.16		.14

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 TOTAL ENGAGEMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
101	AGGRESSION																
84	AUTHORITY																.15
93	ANXIETY																
	INTERPERSONAL																
75	RELATIONS								.14						.15		.20
	TASK																
66	ACHIEVEMENT								.18								.18
	TOTAL																
110	ENGAGEMENT								.22								.24

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 TOTAL AID ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
102	AGGRESSION																
85	AUTHORITY					-.21										-.15	
94	ANXIETY																
	ACADEMIC																
67	TASK ACH.						.20						.15				.16
	TOTAL																
111	AID/ADVICE																.19

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COPING EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
103	AGGRESSION				.14					-.17							.16
86	AUTHORITY	.31															
95	ANXIETY																
	INTERPERSONAL																
77	RELATIONS					.14								.17			.20
	TASK																
68	ACHIEVEMENT		-.14		.15												
	TOTAL																
112	COPING EFF.	.18															.19

TABLE 3

BRAZIL TESTS OF SIGNIFICANT ASSOCIATIONS - STUDY III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

	SENTENCE	159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	201 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 TA - TA 10	14	229 TOTAL POS. AFF. HERO 10	14
	POSITIVE AFFECT																
107	AGGRESSION																
	POSITIVE AFFECT																
90	AUTHORITY																
	POSITIVE AFFECT												.39				
99	ANXIETY																
	POSITIVE AFFECT																
81	IPR																
	POSITIVE AFFECT																
72	TASK ACH.																
	TOTAL																
116	POSITIVE AFF.																

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	201 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 TA - TA 10	14	229 TOTAL POS. AFF. HERO 10	14
	AGGRESSION																
104	HOSTILE																
	AGGRESSION																
105	DEPRESSIVE					.18											
	AUTHORITY																
87	HOSTILE																
	AUTHORITY																
88	DEPRESSIVE																
	ANXIETY																
96	HOSTILE		.14														
	ANXIETY																
97	DEPRESSIVE																
	IPR																
78	HOSTILE				.17	.14							.24				.21
	IPR																
79	DEPRESSIVE			.15													
	TASK ACH.																
69	HOSTILE							.15									
	TASK ACH.																
70	DEPRESSIVE															-.14	
	TOTAL																
113	HOSTILE															-.16	
	TOTAL																
124	DEPRESSIVE																

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

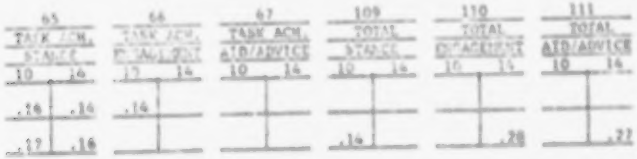
		160 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	207 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14	230 TOTAL NEG. AFFEC 10	14
	NEGATIVE AFF.																
107	AGGRESSION																
	POSITIVE AFF.																
90	AUTHORITY																
	POSITIVE AFF.								.15					-.19			
99	ANXIETY																
	POSITVIE AFF.																
81	IPR																
	POSITIVE AFF.										.15						
72	TASK ACH.																
	TOTAL																
116	POSITIVE AFF.								.16								

HYPOTHESIS 43d: The Story Completion Hostile Affect measures will be positively related to sentence hostile and depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Completion Affect x Sentence Hostile and Depressive Affect

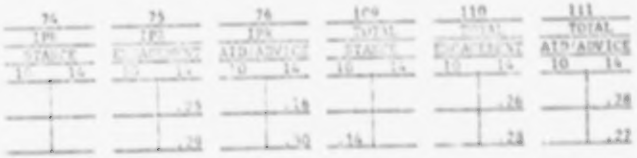
HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures



HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

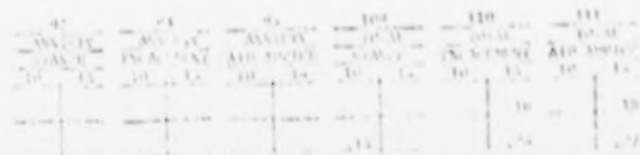


HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

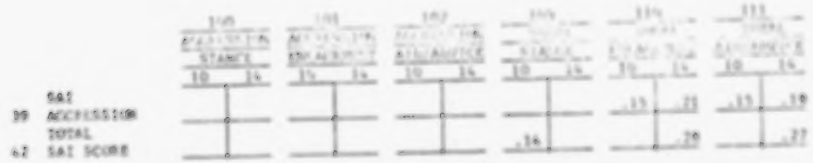
HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures



HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Coed Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion
Dimensions Coping Styles
x SAI Coed Coping Measures



HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Coed Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Coed Coping measures

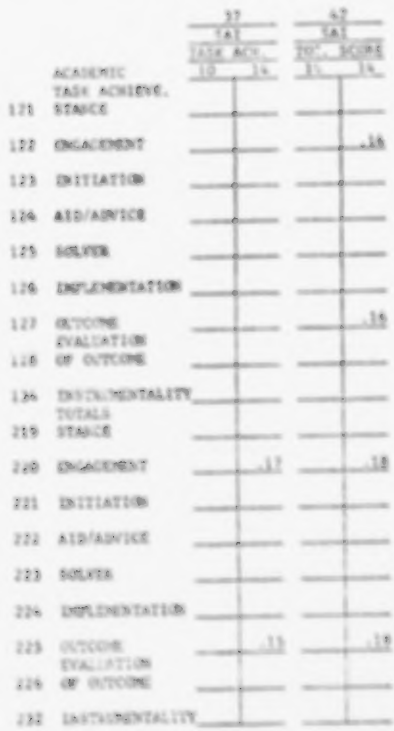


FIGURE 3

PRAZIL TABLES OF HYPOTHESIS CORRELATIONS - STAGE III

The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal relations Coping Styles x SAI Good Coping measures

		40 SAI IPR		42 SAI TOT. SCORE	
	INTERPERSONAL RELATIONS	10	14	10	14
135	STRIVE				
136	ENGAGEMENT				
137	INITIATION	.15			
138	AID SEEKER				
139	HELPER	.17			
140	IMPLEMENTATION	.20		.21	
141	OUTCOME EVALUATION				
142	OF OUTCOME				
148	INSTRUMENTALITY				-.15
219	STRIVE				
220	ENGAGEMENT				.18
221	INITIATION				
222	AID SEEKER				
223	HELPER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				.19
226	OF OUTCOME				
232	INSTRUMENTALITY				

The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION		42 SAI TOT. SCORE	
	AGGRESSION	10	14	10	14
149	STRIVE				
150	ENGAGEMENT				
151	INITIATION				
152	AID SEEKER				
153	HELPER				
154	IMPLEMENTATION				
155	OUTCOME EVALUATION				
156	OF OUTCOME				
162	INSTRUMENTALITY				
219	STRIVE				
220	ENGAGEMENT		.16		.18
221	INITIATION				
222	AID SEEKER				
223	HELPER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				.19
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 44: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY	10	14	10	14
	Story 4				
163	STANCE				
164	ENGAGEMENT				
165	INITIATION				
166	AID/ADVICE				
167	SOLVER				
168	IMPLEMENTATION				
169	OUTCOME EVALUATION OF				
170	OUTCOME				
176	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.18
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION OF				.19
226	OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY		47 SAI TOT. SCORE	
		10	14	10	14
	AUTHORITY				
177	STANCE				.16
178	ENGAGEMENT				.20
179	INITIATION				
180	AID/ADVICE				
181	SOLVER				.16
182	IMPLEMENTATION				
183	OUTCOME EVALUATION				
184	OF OUTCOME				
190	INSTRUMENTALITY				
	TOTALS				
219	STANCE		.17		
220	ENGAGEMENT		.25		.18
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION		.15		
225	OUTCOME EVALUATION		.21		.19
226	OF OUTCOME				
232	INSTRUMENTALITY				

(page 3)

BRAZIL TABLES OF CORRELATIONS - SAI III

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY	10	14	10	14
	Story 6				
191	STANCE				
192	ENGAGEMENT				
193	INITIATION				
194	AID/ADVICE		-.16		
195	SOLVER		-.16		
196	IMPLEMENTATION				
197	OUTCOME EVALUATION				
198	OF OUTCOME				
204	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.18
221	INITIATION				
222	AID/ADVCE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				.19
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-Academic Task Achievement Coping Styles x SAI Good Coping Measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NON-ACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE				
206	ENGAGEMENT				
207	INITIATION				
208	AID/ADVICE				
209	SOLVER		-.21		
210	IMPLEMENTATION		-.14		
211	OUTCOME EVALUATION				
212	OF OUTCOME				
218	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT		.17		.18
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME		.15		.19

FIGURE 3

HYPOTHESIS 46: The Sentence Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping Measures

	SAI / TASK	103 COP. EFF. ACHIEVEMENT	86 COP. EFF. AUTHORITY	95 COP. EFF. ANXIETY	77 COP. EFF.	68 COP. EFF.	117 TOTAL COP. EFF.
		10 14	10 14	10 14	10 14	10 14	10 14
37	ACHIEVEMENT	.17 .14	.16	.18		.17	.16 .19
38	AUTHORITY	.23	.23	.14	.16	.17	.20
39	AGGRESSION	.19			.23	.15	.25
40	INTERPERSONAL RELATIONS	.20	.24	.16	.23	.16	.23
41	ANXIETY				.19	.22	.21
42	TOTAL SAI SCORE	.23	.24		.20	.25	.27

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

	SAI / TASK	157 Story 1 ASPIRATION	185 Story 3 AUTHORITY	171 Story 4 OBJECT	199 Story 6 ANXIETY	143 Story 2 TPO	129 Story 5 A - TA	213 Story 7 A - TA	227 TOTAL COP. EFF.
		10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14
37	ACHIEVEMENT								
38	AUTHORITY			.14			.19		.20
39	AGGRESSION		.19						.16
40	INTERPERSONAL RELATIONS					.16			
41	ANXIETY	.16				.13 .18			
42	TOTAL SAI SCORE		.16						.18

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

	SAI / TASK	131 Story 1 POS. AFF.	145 Story 3 POS. AFF.	149 Story 5 POS. AFF.	173 Story 4 POS. AFF.	187 Story 6 POS. AFF.	201 Story 2 POS. AFF.	215 Story 7 POS. AFF.	229 TOTAL POS. AFF.
		10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14
37	ACHIEVEMENT					.14			
38	AUTHORITY								
39	AGGRESSION					.15			
40	INTERPERSONAL RELATIONS								
41	ANXIETY					.14			
42	TOTAL SAI SCORE					.18			

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

	SAI / TASK	132 Story 1 NEG. AFF.	146 Story 3 NEG. AFF.	160 Story 5 NEG. AFF.	174 Story 4 NEG. AFF.	188 Story 6 NEG. AFF.	202 Story 2 NEG. AFF.	216 Story 7 NEG. AFF.	230 TOTAL NEG. AFF.
		10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14
37	ACHIEVEMENT		-.15						
38	AUTHORITY	-.21	-.18						
39	AGGRESSION			-.3[illegible]		-.2[illegible]			
40	INTERPERSONAL RELATIONS								
41	ANXIETY								
42	TOTAL SAI SCORE								

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures

INSTRUMENTS: SAI and Sentence Completion
VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

	SAI	72 POS. AFF. TASK ACH. 10	72 14	91 POS. AFF. AUTHORITY 10	91 14	96 POS. AFF. AGGRESSION 10	96 14	99 POS. AFF. ANXIETY 10	99 14	107 POS. AFF. AGGRESSION 10	107 14	114 TOTAL POS. AFF. 10	114 14
	TASK												
37	ACHIEVEMENT								-.15				
38	AUTHORITY								-.30				-.17
39	AGGRESSION								-.14				
	INTERPERSONAL												
40	RELATIONS				-.18								
41	ANXIETY												
	TOTAL												
42	SAI SCORE								-.21				

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion
VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

	SENTENCE COMP.	37 SAI TASK ACH. 10	37 14	38 SAI AUTHORITY 10	38 14	39 SAI AGGRESSION 10	39 14	40 SAI IPR 10	40 14	41 SAI ANXIETY 10	41 14	42 SAI TOT. SCORE 10	42 14
	TASK ACHIEVE.												
69	HOSTILE			-.17	-.19		-.24	-.16	-.24		-.21	-.15	-.28
	TASK ACHIEVE.									-.16			
70	DEPRESSIVE												
	IPR						-.23		-.22				-.25
78	HOSTILE												
	IPR						.15						
79	DEPRESSIVE												
	AUTHORITY		-.23				-.21		-.19				-.31
87	HOSTILE												
	AUTHORITY		.14				.25						.17
88	DEPRESSIVE												
	ANXIETY	-.24			.14	-.17	-.24		-.24			-.17	-.22
96	HOSTILE												
	ANXIETY					.14							
97	DEPRESSIVE												
	AGGRESSION				-.21	-.16	-.17	-.17	-.19			-.17	-.20
104	HOSTILE												
	AGGRESSION												
105	DEPRESSIVE												
	TOTAL	-.17	-.23		-.45	-.17	-.37	-.14	-.36			-.21	-.44
113	HOSTILE												
	TOTAL				.18		.24						.16
114	DEPRESSIVE												

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																		
108	ATTITUDE		.15				-.16				.20								
	TOTAL																		
109	STANCE								-.18		.23			.14		.14			
	TOTAL																		
110	ENGAGEMENT		.15				-.15				.22								
	TOTAL																		
111	AID/ADVICE		.18				-.14				.23								
	TOTAL																		
112	COPING EFF.	.16								.15	.24					.19		.16	
	TOTAL																		
219	STANCE									.14									
	TOTAL																		
220	ENGAGEMENT					-.17	-.14			.15									
	TOTAL																		
221	INITIATION					-.20													
	TOTAL								-.14		.15								
222	AID/ADVICE																		
	TOTAL																		
223	SOLVER					-.16			-.17		.15								
	TOTAL																		
224	IMPLEMENTATION			-.15		-.17			-.14		.14								
	TOTAL																		
225	OUTCOME																		
	TOTAL EVAL.																		
226	OF OUTCOME																		
	TOTAL																		
227	COPING EFF.																		
	TOTAL																		
232	INSTRUMENTALITY					-.14													

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																		
37	ACHIEVEMENT						-.14			.17									
38	AUTHORITY									.19	.22								
39	AGGRESSION		.21						-.22	.14	.17		.20						.14
	INTERPERSONAL																		
40	RELATIONS		.19						-.24		.16		.21						
41	ANXIETY		.22	-.14		.16					.14		.20			-.15			
	TOTAL																		
42	SAI SCORE		.23						-.22	.20	.22		.19						

FIGURE 3

BRAZIL VALUES OF INTRINSIC CORRELATIONS - STAGE III

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active response measure.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

	V61	14 OCC. VAL. ALTRUISM 14	15 OCC. VAL. ESTHETICS 14	16 OCC. VAL. ACHIEVE. 14	17 OCC. VAL. MANAGEMENT 14	19 OCC. VAL. SELF-SATIS 14	20 OCC. VAL. INTE. STIM. 14	21 OCC. VAL. CREATIVITY 14	27 OCC. VAL. VARIETY 14	29 OCC. VAL. INTRINSIC 14
43	LOCUS OF CONTROL ACADEMIC									
44	LOCUS OF CONT. ACTION -									
45	INACTION IMMEDIATE -	.14				.16				
46	DELAYED RATE OF									
47	ACTION INTRINSIC -	-.28				-.18	-.15			-.17
48	EXTRINSIC TASK ACH.-				-.14	.21	.29			.16
49	IPR COMPETITION-	-.15								
50	CO-OPERATION INDEPENDENT-								.14	
51	INTERDEPENDENT EARNED STATUS-			.25				.17		.21
52	BESTOWED STATUS CONFRONT -									
53	AVOID SELF-INITI.	.17								.20
54	OTHER INITI. SELF SOLVER -									
55	OTHER SOLVER SELF-JOINT			.14						
56	IMPLEMENTATION INSTRUMENT -				.20					
58	FANTASY CONT./EXPRESS-		-.17			.16				
59	IVITY & ACCEPT. ACT./PASS.			-.25						
60	UNDER STRESS POS./NEG.									
61	SELF-CONCEPT									
62	VIEW OF LIFE TOTAL									-.22
63	SCORE									

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM 10 14	15 OCC. VAL. ESTHETICS 10 14	16 OCC. VAL. ACHIEVE. 10 14	17 OCC. VAL. MANAGEMENT 10 14	19 OCC. VAL. SELF-SATIS 10 14	20 OCC. VAL. INTE. STIM. 10 14	21 OCC. VAL. CREATIVITY 10 14	27 OCC. VAL. VARIETY 10 14	29 TOTAL INTRINSIC 10 14
229	TOTAL STORY POS. AFFECT							-.18		-.14
116	TOTAL SENT. POS. AFFECT			.15				-.14		

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM 10 14	15 OCC. VAL. ESTHETICS 10 14	16 OCC. VAL. ACHIEVE. 10 14	17 OCC. VAL. MANAGEMENT 10 14	19 OCC. VAL. SELF-SATIS 10 14	20 OCC. VAL. INTE. STIM. 10 14	21 OCC. VAL. CREATIVITY 10 14	27 OCC. VAL. VARIETY 10 14	29 TOTAL INTRINSIC 10 14
113	SENTENCE TOTAL HOSTILE	-.14	-.16	.14		-.15				
114	TOTAL DEPRESSIVE						-.13	-.23		
230	TOTAL STORY NEGATIVE AFF.				-.21	-.21				

FIGURE 5

BRAZIL TABLE OF SIGNIFICANT CORRELATIONS - SAMPLE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL							-.18									
219	STANCE TOTAL						.14	-.22									
220	ENGAGEMENT TOTAL						.16	-.15		.14							
221	INITIATION TOTAL							-.14							.15		
222	AID/ADVICE TOTAL	.14								14				.15		.20	
223	SOLVER TOTAL							-.14		.15				.19		.22	
224	IMPLEMENTATION TOTAL						.17										
225	OUTCOME TOTAL EVAL.							-.16		.19							
226	OF OUTCOME TOTAL						.14	-.18		.18						.14	
227	COPING EFF. TOTAL															.15	
232	INSTRUMENTALITY SENT.TOTAL	.17			-.19	.15					.18						
108	ATTITUDE TOTAL														.22		
109	STANCE TOTAL								-.25						.18		
110	ENGAGEMENT TOTAL								-.22						.16		
111	AID/ADVICE TOTAL							.20	-.21						.22	-.16	
112	COPING EFF.																

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
	SAI GOOD COP. MEASURES	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVE.	.18	.18		.14								-.16				
38	AUTHORITY	.18							-.18								
39	AGGRESSION INTRAPERSONAL						-.19		-.33		.19		.14				-.14
40	RELATIONS			.16					-.27				.15				
41	ANXIETY TOTAL	.20							-.18								
42	SAI	.18							-.31								

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life
VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures.

	V61	18 OCC.VAL. SUCCESS 14	22 OCC.VAL. SECURITY 14	23 OCC.VAL. PRESTIGE 14	24 OCC.VAL. ECON. RET. 14	25 OCC.VAL. SURROUND. 14	26 OCC.VAL. ASSOCIATES 14	28 OCC.VAL. FOL.FATHER 14	30 OCC.VAL. EXTRINSIC 14
43	LOCUS OF CONTROL ACADEMIC					-.14			
44	LOCUS OF CONT. ACTION -			.16			-.14		
45	INACTION IMMEDIATE -				-.15				
46	DELAYED RATE OF								
47	ACTION INTRINSIC -			.19	.27	-.17	-.14		.17
48	EXTRINSIC TASK ACH. -			-.18	-.18				-.16
49	IPR COMPETITION-			.19		-.29	-.32		
50	CO-OPERATION INDEPENDENT-						-.15		
51	INTERDEPENDENT EARNED STATUS-		-.15						-.21
52	BESTOWED STATUS CONFRONT -				-.20				
53	AVOID SELF-INITI.		-.17		-.23		.18		-.20
54	OTHER INITI. SELF SOLVER -							.16	
55	OTHER SOLVER SELF-JOINT							-.23	
56	IMPLEMENTATION INSTRUMENT -						-.14		
58	FANTASY CONT./EXPRESS-								
59	IVITY & ACCEPT. ACT./PASS.						-.14		
60	UNDER STRESS POS./NEG.								
61	SELF-CONCEPT VIEW OF								
62	LIFE TOTAL				.20				.22
63	SCORE					-.19			

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion
VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC.VAL. SUCCESS 10	18 OCC.VAL. SUCCESS 14	22 OCC.VAL. SECURITY 10	22 OCC.VAL. SECURITY 14	23 OCC.VAL. PRESTIGE 10	23 OCC.VAL. PRESTIGE 14	24 OCC.VAL. ECON. RET. 10	24 OCC.VAL. ECON. RET. 14	25 OCC.VAL. SURROUND. 10	25 OCC.VAL. SURROUND. 14	26 OCC.VAL. ASSOCIATES 10	26 OCC.VAL. ASSOCIATES 14	28 OCC.VAL. FOL.FATHER 10	28 OCC.VAL. FOL.FATHER 14	30 OCC.VAL. EXTRINSIC 10	30 OCC.VAL. EXTRINSIC 14
229	STORY TOTAL POS. AFFECT							-.14									.14
116	SENTENCE TOTAL POS. AFFECT																

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect Measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion
VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC.VAL. SUCCESS 10	18 OCC.VAL. SUCCESS 14	22 OCC.VAL. SECURITY 10	22 OCC.VAL. SECURITY 14	23 OCC.VAL. PRESTIGE 10	23 OCC.VAL. PRESTIGE 14	24 OCC.VAL. ECON. RET. 10	24 OCC.VAL. ECON. RET. 14	25 OCC.VAL. SURROUND. 10	25 OCC.VAL. SURROUND. 14	26 OCC.VAL. ASSOCIATES 10	26 OCC.VAL. ASSOCIATES 14	28 OCC.VAL. FOL.FATHER 10	28 OCC.VAL. FOL.FATHER 14	30 OCC.VAL. EXTRINSIC 10	30 OCC.VAL. EXTRINSIC 14
113	TOTAL HOSTILE		-.14					.20									
114	TOTAL DEPRESSIVE										.17				-.16		
230	TOTAL STORY NEGATIVE AFFECT		-.18						.14	-.14	-.16						

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL INFO. SEEK.		225 TOTAL [illegible]		226 TOTAL EVALUATE		227 TOTAL COP. EFF.		228 TOTAL INSTRUMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
OCC. INT. OCCUPATIONAL 31* ASPIRATION																				
OCCUPATIONAL 32* EXPECTATION										-.14										
EDUCATIONAL 36* ASPIRATION																				-.19

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ACTIVITY		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION										
OCCUPATIONAL 32* EXPECTATION		.18								
EDUCATIONAL 36* ASPIRATION		.17	.20		.24		.18		.18	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures.

	37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION									-.25			
OCCUPATIONAL 32* EXPECTATION									-.24	.17		
EDUCATIONAL 36* ASPIRATION									-.18			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

		31* OCC. INT. OCC. ASP.	32* OCC. INT. OCC. EXP.	36* OCC. INT. ED. ASP.
	V#1	14	14	14
43	LOCUS OF CONTROL ACADEMIC			
44	LOCUS OF CONT. ACTION -			
45	INACTION IMMEDIATE -			
46	DELAYED RATE OF			
47	ACTION INTRINSIC -			
48	EXTRINSIC TASK ACH. -			-.14
49	IPR COMPETITION-			
50	CO-OPERATION INDEPENDENT-		.18	
51	INTERDEPENDENT EARNED STATUS-			-.15
52	BESTOWED STATUS CONFRONT -		-.14	
53	AVOID SELF-INITI.			
54	OTHER INITI. SELF SOLVER -			
55	OTHER SOLVER SELF-JOINT			
56	IMPLEMENTATION INSTRUMENT -			
58	FANTASY CONT./EXPRESS-			
59	IVITY & ACCEPT. ACT./PASS.			.14
60	UNDER STRESS POS./NEG.			
61	SELF-CONCEPT VIEW OF			
62	LIFE TOTAL			
63	SCORE			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		229 STORY TOT. POS.AFF.		116 SENT. TOT. POS.AFF.	
		10	14	10	14
	OCCUPATIONAL				
31*	ASPIRATION		.19		-.14
	OCCUPATIONAL				
32*	EXPECTATION				
	EDUCATIONAL				
36*	ASPIRATION	.18			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		230 TOTAL STORY NEG.	
		10	14	10	14	10	14
	OCCUPATIONAL						
31*	ASPIRATION				.14		
	OCCUPATIONAL						
32*	EXPECTATION				.17		
	EDUCATIONAL						
36*	ASPIRATION					.13	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, SRS
VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. PHYS. ACT.		16 OCC.VAL. WORK COND.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-ACTUAL		20 OCC.VAL. PUBL. CLIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 OCC.VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH			-.20					-.16	.16				.17		.18			
3	ACHIEVEMENT READING			-.20			.19					.16		.16					
4	ACHIEVEMENT G.P.A.													.14					
5	BRS TASK ACHIEVE.		.22				-.15				.14			.16					
6	BRS AUTHORITY		.17																
7	BRS IPR			-.16										.15	-.16				
8	BRS IMPLEMENT.		.27				-.18				.14								
9	BRS SELF-ASSERT.				.16														.17
10	BRS INITIATION		.20				-.16		-.14		.18								
11	BRS SOLVER		.14	-.14										.16					
12	BRS AGGRESSION											-.20				-.15		-.17	
13	BRS ANXIETY		.23	-.17			-.15												

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, SRS
VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOR.FATHER		30 OCC.VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH		.14												-.23		
3	ACHIEVEMENT READING	.15					-.18			-.14			.19				
4	ACHIEVEMENT G.P.A.	.16															
5	BRS TASK ACHIEVE.																
6	BRS AUTHORITY						-.15							-.19			
7	BRS IPR			.17					-.18								
8	BRS IMPLEMENT.			.14								.15					
9	BRS SELF-ASSERT.				-.14				-.15								-.17
10	BRS INITIATION			.16													
11	BRS SOLVER											.15		-.16			
12	BRS AGGRESSION			.18												.17	
13	BRS ANXIETY			.14													

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement SRS
VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC.VAL. OCC.ASP.		32* OCC.VAL. OCC.EXP.		36* OCC.VAL. ED. ASP.	
		10	14	10	14	10	14
2	ACHIEVEMENT MATH			.15	-.15	.16	
3	ACHIEVEMENT READING			-.22		-.16	
4	ACHIEVEMENT G.P.A.			.19			
5	BRS TASK ACHIEVE.						
6	BRS AUTHORITY						
7	BRS IPR						
8	BRS IMPLEMENTATION						
9	BRS SELF-ASSERT.	-.15					
10	BRS INITIATION						
11	BRS SOLVER	-.15			.15		
12	BRS AGGRESSION						

*Remember that these Variables are reversed. Thus, the correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 69: There will be a positive relationship between the Occupational Interest discrepancy score and the criterion measure.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS
VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. EXP. / ASP. 10	34 OCC. INT. EXP. / ASP. 14	35 OCC. INT. OCC. / ASP. 10	35 OCC. INT. OCC. / ASP. 14
2	ACHIEVEMENT MATH			-.27	
3	ACHIEVEMENT READING	.16		-.21	-.33
4	ACHIEVEMENT G.P.A.	.15	-.16		.15
5	BRS TASK ACHIEVE.		.18		
6	BRS AUTHORITY				
7	BRS IPR				
8	BRS IMPLEMENTATION	.14			
9	BRS SELF-ASSERTION			.15	
10	BRS INITIATION	.15			
11	BRS SOLVER				
12	BRS AGGRESSION				
13	BRS ANXIETY				

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement - BRS
VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH. 10	37 SAI TASK ACH. 14	38 SAI AUTHORITY 10	38 SAI AUTHORITY 14	39 SAI AGGRESSION 10	39 SAI AGGRESSION 14	40 SAI IPR 10	40 SAI IPR 14	41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOTAL 10	42 SAI TOTAL 14
2	ACHIEVEMENT MATH	.16					.16				.15	.15	
3	ACHIEVEMENT READING	.19		.20				.14		.16		.18	
4	ACHIEVEMENT G.P.A.	.18	.15	.21	.15		.15			.15		.22	.15
5	BRS TASK ACH.	.22		.21	.15	.16	.18	.25	.15			.28	.19
6	BRS AUTHORITY	.18		.13	.14		.20	.20	.19			.21	.19
7	BRS IPR	.14		.20	.19			.16	.15			.19	.16
8	BRS IMPLEMENTATION	.20	.11	.19	.15	.16	.20	.25	.16			.28	.22
9	BRS SELF-ASSERTION												
10	BRS INITIATION	.23		.20	.14	.17	.18	.26	.15	.17		.30	.19
11	BRS SOLVER	.21		.13	.15	19		.19		.19		.27	.15
12	BRS AGGRESSION				.15								.15
13	BRS ANXIETY	.20		.16	.18	.15	.21	.21	.20			.25	.24

PAGE 3

BRAZIL TABLES OF INTERCORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the View of Life active response measures and the criterion measures.

INSTRUMENTS: View of Life - Achievement BRS

VARIABLES: View of Life - Achievement BRS

		2 ACHIEVE. MATH 14	3 ACHIEVE. READING 14	4 ACHIEVE. G.P.A. 14	5 BRS TASK ACH 14	6 BRS AUTH. 14	7 BRS IPR 14	8 BRS IMPLE. 14	9 BRS SELF-ASS. 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS ACCESS. 14	13 BRS ANXIETY 14
761													
43	LOCUS OF CONTROL		.20										
44	ACADEMIC LOCUS OF CONT.						.15						
45	ACTION - INACTION												
46	IMMEDIATE - DELAYED								-.15		-.18		
47	RATE OF ACTION				-.14			-.17	-.14	-.18			-.15
48	INTRINSIC - EXTRINSIC				.26	.23		.22	.19	.24	.23	.14	.24
49	TASK ACH. - IPR											.11	
50	COMPETITION - CO-OPERATION		-.26		-.17	-.14	-.14	-.15		-.16	-.16		-.20
51	INDEPENDENT - INTERDEPENDENT		.27	-.15									
52	EARNED STATUS - BESTOWED STATUS		.21										
53	CONFRONT - AVOID												
54	SELF-INITI. OTHER INITI.		.21		.16					.15			.15
55	SELF SOLVER - OTHER SOLVER	.16											
56	SELF-JOINT IMPLEMENTATION							.15		.14		.21	
58	INSTRUMENT - FANTASY												
59	CONT./EXPRESS-IVITY & ACCEPT.		-.14										
60	ACT./PASS. UNDER STRESS								-.15				
61	POS./NEG. SELF-CONCEPT					.16							
62	VIEW OF LIFE												
63	TOTAL SCORE												

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS

VARIABLES: Stance x Criterion measures

		100 STANCE AGGRESSION 10	14	83 STANCE AUTHORITY 10	14	92 STANCE ANXIETY 10	14	74 STANCE IPR 10	14	65 STANCE TASK ACH. 10	14	109 STANCE TOTAL 10	14
	ACHIEVEMENT												
2	MATH												
	ACHIEVEMENT									.17		.19	
3	READING		-.25										
	ACHIEVEMENT											.24	
4	G.P.A.				.14	.14							
	BRS												
5	TASK ACH.				.19			.29			.17		.17
	BRS												
6	AUTHORITY				.17						.16		.14
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION		-.14		.19						.14		.14
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION				.23						.18		.18
	BRS												
11	SOLVER				.16								
	BRS												
12	ACCESSION				.26				.15				.21
	BRS												
13	ANXIETY		-.16		.17						.17		.15

FIGURE 3

BRAZIL TASK OF CONSTRUCT CORRELATIONS - GRADE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		56 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH						-.14						
	ACHIEVEMENT												
3	READING		-.22			.17		.20		.18		.25	
	ACHIEVEMENT												
4	G.P.A.				.16	.16		.18				.16	
	BRS												
5	TASK ACH.				.19				.19		.14		.23
	BRS												
6	AUTHORITY				.18				.18		.16		.23
	BRS												
7	IPR				.16								
	BRS												
8	IMPLEMENTATION				.22				.16				.20
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION				.19				.16		.17		.22
	BRS												
11	SOLVER				.14	.19			.16			.16	.15
	BRS												
12	AGGRESSION				.31								.20
	BRS												
13	ANXIETY				.17	.14			.17		.15		.22

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Aid/Adivce x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		57 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH						-.14						
	ACHIEVEMENT												
3	READING		-.21			.16		.19		.18		.27	
	ACHIEVEMENT												
4	G.P.A.				.15	.17		.17				.22	
	BRS												
5	TASK ACHIEVE.				.21				.19	.15		.15	.22
	BRS												
6	AUTHORITY				.19				.18				.22
	BRS												
7	IPR				.19								
	BRS												
8	IMPLEMENTATION				.24				.16				.21
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION				.22				.17		.15		.22
	BRS												
11	SOLVER				.14	.19			.16			.18	.14
	BRS												
12	AGGRESSION				.30						.14		.21
	BRS												
13	ANXIETY	.15			.20	.14			.18				.22

TABLE 5

BRAZIL TABLES OF CRITERION CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. ACADEMIC		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH												
	ACHIEVEMENT					.21		.18		.19		.25	
3	READING												
	ACHIEVEMENT				.16	.19		.15				.16	
4	G.P.A.												
	BRS				.18				.18		.19		.25
5	TASK ACH.												
	BRS				.16				.18		.17		.23
6	AUTHORITY												
	BRS					.18							
7	IPR												
	BRS			.18	.15	.15			.14		.17	.17	.21
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS				.17				.15		.22		.25
10	INITIATION												
	BRS					.18			.17			.14	
11	SOLVER												
	BRS				.24						.18		.24
12	AGGRESSION												
	BRS				.17	.20	.10		.18		.20		.27
13	ANXIETY												

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.		108 ATTITUDE TOTAL	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT						.17				.16
2	MATH										
	ACHIEVEMENT		-.29		-.22				-.15		-.30
3	READING										
	ACHIEVEMENT	.15	.15						.14		.18
4	G.P.A.										
	BRS		.24						.16		.22
5	TASK ACH.										
	BRS		.21						.19		.22
6	AUTHORITY										
	BRS										
7	IPR										
	BRS		.22						.17		.22
8	IMPLEMENTATION										
	BRS										
9	SELF-ASSERTION										
	BRS		.26						.17		.23
10	INITIATION										
	BRS								.14		
11	SOLVER										
	BRS										
12	AGGRESSION										
	BRS								.15		.22
13	ANXIETY		.21								

FIGURE 3

BRAZIL TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										.18		
2	MATH												
	ACHIEVEMENT						.17						
3	READING												
	ACHIEVEMENT						-.20						
4	G.P.A.												
	BRS												
5	TASK ACH.												
	BRS												
6	AUTHORITY												
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION												
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY						-.14						

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						
	DEPRESSIVE						
105	AGGRESSION						
	HOSTILE						
87	AUTHORITY						
	DEPRESSIVE						
88	AUTHORITY		.17				
	HOSTILE					-.19	
96	ANXIETY						
	DEPRESSIVE						
97	ANXIETY		.14	-.14			
	HOSTILE						
78	IPR						
	DEPRESSIVE						
79	IPR		.15				
	HOSTILE						
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.			-.14			
	TOTAL						
113	HOSTILE						
	TOTAL						
114	DEPRESSIVE		.17	-.16			

BRAZIL DATA OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH. 10	5 BRS TASK ACH. 14	6 BRS AUTHORITY 10	6 BRS AUTHORITY 14	7 BRS IPR 10	7 BRS IPR 14	8 BRS IMPLEMENT. 10	8 BRS IMPLEMENT. 14	9 BRS SELF-ASS'T. 10	9 BRS SELF-ASS'T. 14	10 BRS INITIATION 10	10 BRS INITIATION 14	11 BRS SOLVER 10	11 BRS SOLVER 14	12 BRS AGGRESSION 10	12 BRS AGGRESSION 14	13 BRS ANXIETY 10	13 BRS ANXIETY 14
	HOSTILE																		
104	AGGRESSION																		
	DEPRESSIVE																		
105	AGGRESSION																		
	HOSTILE																		
87	AUTHORITY																		
	DEPRESSIVE																		
88	AUTHORITY																		
	HOSTILE					-.14		-.16				-.17		-.15				-.14	
96	ANXIETY																		
	DEPRESSIVE																		
97	ANXIETY																		-.17
	HOSTILE								-.14										
78	IPR		-.14		-.18														
	DEPRESSIVE																		
79	IPR																		
	HOSTILE																		
69	TASK ACH.																		
	DEPRESSIVE																		
70	TASK ACH.				-.14														-.19
	TOTAL								-.17				-.16						
113	HOSTILE		-.17		-.20		-.14												
	TOTAL																		
114	DEPRESSIVE																		

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION 10	149 Story 3 AGGRESSION 14	177 Story 5 AUTHORITY 10	177 Story 5 AUTHORITY 14	163 Story 4 ANXIETY 10	163 Story 4 ANXIETY 14	191 Story 6 ANXIETY 10	191 Story 6 ANXIETY 14	135 Story 2 IPR 10	135 Story 2 IPR 14	121 Story 1 A - TA 10	121 Story 1 A - TA 14	205 Story 7 NA -TA 10	205 Story 7 NA -TA 14	219 STANCE TOTAL 10	219 STANCE TOTAL 14
	ACHIEVEMENT								-.14					.23			
2	MATH		.14														
	ACHIEVEMENT																
3	READING								-.14								
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION		.14														
	BRS																
10	INITIATION																
	BRS																
11	SOLVER		.16		-.15												
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

BRAZIL JAMES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Impairment x Criterion measures

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT								-.15	-.14				.22			
2	MATH		.16										-.16				
	ACHIEVEMENT																
3	READING																.14
	ACHIEVEMENT							-.15		-.14							
4	G.P.A.		.15														
	BRS									-.19							
5	TASK ACH.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																.14
	BRS		.14				.14										
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS		.16		-.15												
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT													.19			
2	MATH		.18														
	ACHIEVEMENT							-.14									
3	READING																
	ACHIEVEMENT							-.14									
4	G.P.A.																
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS													.14			
9	SELF-ASSERTION																
	BRS								.16								
10	INITIATION																
	BRS				-.17												
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS								.15								
13	ANXIETY																

HYPOTHESIS 82: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Aid/Advice x Criterion measures

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA		222 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT														-.19		
2	MATH																
	ACHIEVEMENT	.21															
3	READING																
	ACHIEVEMENT						.17								-.18		
4	G.P.A.																
	BRS								.17								
5	TASK ACH.																
	BRS								.21								
6	AUTHORITY																
	BRS				-.16												
7	IPR																
	BRS							-.15	.18								
8	IMPLEMENTATION												-.15				
	BRS																
9	SELF-ASSERTION																
	BRS								.22								
10	INITIATION																
	BRS																
11	SOLVER																
	BRS								.15								
12	AGGRESSION																
	BRS								.17								
13	ANXIETY																

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Solver x Criterion measures

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT													.18			
2	MATH		.18			.14											
	ACHIEVEMENT																
3	READING														-.17		
	ACHIEVEMENT		.17	.14													
4	G.P.A.																
	BRS								.19								
5	TASK ACH.																
	BRS																
6	AUTHORITY								.14								
	BRS																
7	IPR																
	BRS												-.14				
8	IMPLEMENTATION								.17								
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS								.15								
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH		.23								.16			.17			
3	ACHIEVEMENT READING																
4	ACHIEVEMENT G.P.A.		.19														
5	BRS TASK ACHIEVE.									.14							
6	BRS AUTHORITY								.17	.14							
7	BRS IPR									.14							
8	BRS IMPLEMENTATION								.14	.14							
9	BRS SELF-ASSERTION																
10	BRS INITIATION								.17	.17							
11	BRS SOLVER				-.14												
12	BRS AGGRESSION															.14	
13	BRS ANXIETY																

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Outcome x Criterion measures

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH													.27		.17	
3	ACHIEVEMENT READING	.15		.14											.21	.16	
4	ACHIEVEMENT G.P.A.	.14	.16				.22										.25
5	BRS TASK ACHIEVE.																
6	BRS AUTHORITY																
7	BRS IPR																
8	BRS IMPLEMENTATION																
9	BRS SELF-ASSERTION																
10	BRS INITIATION																
11	BRS SOLVER																
12	BRS AGGRESSION																
13	BRS ANXIETY																

FIGURE 3

BRAZIL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL.OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH									.14							
	ACHIEVEMENT																
3	READING						.15			.20						.15	
	ACHIEVEMENT																
4	G.P.A.		.15														
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY		-.14														
	BRS																
7	IPR	.15															
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION	.15															
	BRS																
10	INITIATION																
	BRS																
11	SOLVER									.15							
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP.EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH		.22							.14				.25			
	ACHIEVEMENT																
3	READING	.14								.17							
	ACHIEVEMENT																
4	G.P.A.		.21				.18										.16
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR									.16							
	BRS																
8	IMPLEMENTATION							-.14									
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION									.15							
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

TABLE 3

BRAZIL [illegible] OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT													.24			
2	MATH ACHIEVEMENT									.14				.14		.14	
3	READING ACHIEVEMENT																
4	G.P.A. BRS													.25		.21	
5	TASK ACHIEVE. BRS													.17			
6	AUTHORITY BRS													.15			
7	IPR BRS							-.14									
8	IMPLEMENTATION BRS								.17					.20			
9	SELF-ASSERTION BRS			.17													
10	INITIATION BRS													.17			
11	SOLVER BRS										-.14						
12	AGGRESSION BRS													.18		.15	
13	ANXIETY																

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT				.18												
3	READING ACHIEVEMENT		-.14														
4	G.P.A. BRS		.18								.23						
5	TASK ACHIEVE. BRS			.15								.17					
6	AUTHORITY BRS			.14													
7	IPR BRS																
8	IMPLEMENTATION BRS			.14													
9	SELF-ASSERTION BRS		.14				.14				.17						
10	INITIATION BRS			.17													
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY			.20													

FIGURE 3

BRAZIL TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Negative Affect Hero, Criterion measures

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - 3A		216 Story 7 NA - 2A		230 NEG. AF. HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH																
3	ACHIEVEMENT READING				.19												
4	ACHIEVEMENT G.P.A.			-.14													
5	BRS TASK ACHIEVE.																
6	BRS AUTHORITY													.18			
7	BRS IPR				.14												
8	BRS IMPLEMENTATION																
9	BRS SELF-ASSERTION																
10	BRS INITIATION																
11	BRS SOLVER																
12	BRS AGGRESSION			-.17							-.14						
13	BRS ANXIETY																

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
117	SELF-CONCEPT				.14	.77	.83	.75	.75
118	PARENT/CHILD INTERACTION		.14			.28	.43	.33	.49
119	MOTHER INTERACTION	.77	.83	.28	.43			.52	.55
120	FATHER INTERACT.	.75	.75	.33	.49	.52	.55		

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
82	AUTHORITY ATTITUDE	.19	.25		.14	.16	.20	.19	.25
83	AUTHORITY STANCE								
84	AUTHORITY ENGAGEMENT	.17	.18						.15
85	AUTHORITY AID/ADVICE	.20							
86	AUTHORITY COPING EFF.	.16						.15	
90	AUTHORITY POS. AFFECT								

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
82	AUTHORITY HOSTILE AFF.							-.15	
88	AUTHORITY DEPRESSIVE AFF.			.16					

FIGURE 3

BRAZIL FAMILY OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	TOTAL								
108	ATTITUDE		.28		.21		.26		.28
	TOTAL								
109	STANCE								
	TOTAL								
110	ENGAGEMENT	.17							
	TOTAL								
111	AID/ADVICE	.18				.14		.16	
	TOTAL								
112	COPING EFF.	.20				.17		.16	
	TOTAL								
116	POS. AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	TOTAL								
113	HOSTILE AFF.	-.17				-.19		-.14	
	TOTAL								
114	DEPRESSIVE AFF.								

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY FIVE								
177	STANCE								
178	ENGAGEMENT								
179	INITIATION								
180	AID/ADVICE				-.24				
181	SOLVER				-.19				
182	IMPLEMENTATION								
183	OUTCOME EVALUATION								
184	OF OUTCOME COPING								
185	EFFECTIVENESS								
186	RESPONSE LENGTH								
	POSITIVE								
187	AFFECT HERO			.16					.19
190	INSTRUMENTALITY								

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY FIVE NEGATIVE								
188	AFFECT HERO							-.20	

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	STORY FOUR ANXIETY								
163	STANCE								
164	ENGAGEMENT								
165	INITIATION								
166	AID/ADVICE								
167	SOLVER								
168	IMPLEMENTATION								
169	OUTCOME EVALUATION								
170	OF OUTCOME COPING								
171	EFFECTIVENESS RESPONSE								
172	LENGTH POSITIVE						-.18		
173	AFFECT HERO								
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	STORY SIX ANXIETY								
191	STANCE								
192	ENGAGEMENT								
193	INITIATION								
194	AID/ADVICE								
195	SOLVER								
196	IMPLEMENTATION								
197	OUTCOME EVALUATION								
198	OF OUTCOME COPING								
199	EFFECTIVENESS RESPONSE								
200	LENGTH POSITIVE		-.16				-.16		
201	AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	STORY FOUR								
174	NEGATIVE AFF.								
	STORY SIX								
202	NEGATIVE AFF.								

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY TOTALS								
219	STANCE								
220	ENGAGEMENT								
221	INITIATION								
222	AID/ADVICE								
223	SOLVER								
224	IMPLEMENTATION								
225	OUTCOME EVALUATION								
226	OF OUTCOME CODING								
227	EFFECTIVENESS RESPONSE								
228	LENGTH POSITIVE		-.17				-.22		
229	AFFECT HERO NEGATIVE								
232	INSTRUMENTALITY								

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO						-.16		

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	SAI								
38	AUTHORITY		.15				.17		
	SAI TOTAL								
42	SCORE		.18		.17		.18		.22

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	OCC. VALUE FOLLOW		
28	FATHER		

FIGURE 3

BRAZIL TABLE OF HYPOTHESIS CORRELATIONS - SIZE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

	OCCUPATIONAL VALUES INVENTORY	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
14	ALTRUISM								
15	ESTHETICS								
16	INDEPENDENCE								
17	MANAGEMENT								
19	SELF-SATISFACTION		.15				.19		
20	INTELLECTUAL STIMULATION								
21	CREATIVITY								
27	VARIETY								
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

	OCC. VALUES INV. EXTRINSIC	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
18	SUCCESS								
22	SECURITY								
23	PRESTIGE								
24	ECONOMIC RETURNS								
25	SURROUNDINGS				.21		.14		
26	ASSOCIATES								
28	FOLLOW FATHER		.16				.17		
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation - Child Aspiration

	OCC.INT. INV. FATHER'S OCC.	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
35	CHILD'S ASP.		.15

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life

VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the total scores

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	VIEWS OF LIFE	.14		.14		.14		.14	
43	LOCUS OF CONTROL			-.17				-.18	
44	ACADEMIC LOCUS OF CONT.								
45	ACTION - INACTION								
46	IMMEDIATE - DELAYED								
47	RATE OF ACTION								
48	INTRINSIC - EXTRINSIC								
49	TASK ACH. - IPP								
50	COMPETITION- CO-OPERATION								
51	INDEPENDENT- INTERDEPENDENT	-.19				-.18		-.19	
52	EARNED STATUS- BESTOWED STATUS								
53	CONFRONT - AVOID								
54	SELF-INITI. OTHER INITI.								
55	SELF SOLVER OTHER SOLVER			.18		.15			
56	SELF-JOINT IMPLEMENTATION			.14					
58	INSTRUMENT - FANTASY								
59	CONT./EXPRESS- IVITY & ACCEPT.								
60	ACT./PASS. UNDER STRESS								
61	POS./NEG. SELF-CONCEPT	.18				.17		.16	
62	VIEW OF LIFE					-.15			
63	TOTAL SCORE								

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures.

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN						-.14		
2	MATH								
3	READING			-.15					-.19
4	GRADE POINT AVERAGE								

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	PEER BRS TOTAL POS. NOMINA.	10	14	10	14	10	14	10	14
6	AUTHORITY								.14

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	PEER BRS TOTAL POSITIVE	10	14	10	14	10	14	10	14
8	NOM. IMPLEMENT.		.22				.14		.20
	TOTAL POSITIVE								
10	NOM. INITIATION		.19						.19
	TOTAL POSITIVE								
11	NOM. SOLVER								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

MEXICO TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

In Aptitude these boys ranked sixth in Stage I and seventh in Stage III. In Mathematics they ranked seventh in Stage I and sixth in Stage III. In Reading they ranked fifth in Stage I and sixth in Stage III. In GPA they ranked seventh in both stages. If one should find the average for these four measures, it can be said that these youngsters ranked on the average 6.5 in both studies, that is, between second and third lowest among the eight groups.

Behavior Rating Scales

Because of the often mentioned problems with the Stage I Peer BRS, there are no possible comparisons between Stage I and Stage III with regard to this instrument. No significant differences were to be found in Stage III for any group, for any of the variables of the Behavior Rating Scales.

Occupational Values Inventory

In both Stage I and Stage III, these boys received significantly low scores on Success, Intellectual Stimulation and the Intrinsic value score. Thus, they were the eighth place in Success in both stages, the eighth place in Stage I and the seventh place in Stage III in Intellectual Stimulation, and they were in the eighth and the seventh place in Stage I and Stage III, respectively, in the Intrinsic Value score. They had very high scores on both Variety and Follow-Father in the two stages, thus, in Variety they were second highest in Stage I and highest in Stage III. In Follow-Father they were second highest in both Stage I and Stage III. They ranked average in both stages on Creativity, Surroundings and Associates.

On Independence they were lowest in Stage III while only average in Stage I. They were highest on Security in Stage III and, again, only average in Stage I.

On the other hand, they rated lowest on Altruism in Stage I, second highest on Esthetics, number one in Management, second in Prestige, first in Economic Returns and second on the Extrinsic Value score, while in these values they were only average in Stage III.

Turning now to the intra-group ranking of values, these boys ranked highest (compared to their ranking of other values) in Intellectual Stimulation in Stage I and this value was rank two in Stage III.

Creativity was ranked second in Stage I and first in Stage III. Lowest rankings were for Esthetics and Independence in both stages. Actually a table should be made to show the rank order for these values in Stage I and in Stage III for each subgroup in order to clearly determine the values that have remained pretty much the same, from those that have changed. Verbally it may be said that the following values had little or no change in their ranking from Stage I to Stage III: Creativity, Intellectual Stimulation, Independence, Esthetics, Success, Altruism, Variety, Surroundings, Associates and Management. A few, however, changed ranks quite a bit and these were: Security, which was number nine in Stage I and was ranked number three in Stage III. Self-Satisfaction ranked eighth in Stage I and fourth in Stage III. Follow-Father ranked fourth in Stage I and seventh in Stage III. Prestige ranked third in Stage I and eighth in Stage III.

Occupational Interest Inventory

This group of boys ranked around average in both Stage I and Stage III on the Child's Aspiration and the Child's Expectation and the discrepancy between the Child Aspiration and the Child Expectation and they were, in both stages, second highest in the discrepancy between the Father's Occupation and the Child's Aspiration, indicating that they are aspiring to a much higher job than the one their father has. In all these variables they remained pretty much the same in the two studies.

Educational Aspiration

While they showed average Educational Aspirations in Stage I, they appeared as third lowest in Stage III.

Social Attitudes Inventory

It is impossible to make comparisons between Stages I and III for this instrument. The instrument was completely revised and the scoring and scaling systems produced different variables. Only Stage III results will be reported.

These youngsters appear as average in Task Achievement, Authority, Aggression, Interpersonal Relations and the Total Score for the SAI. It is only in coping with Anxiety that they scored lowest of all groups.

Views of Life

The Views of Life was answered only by fourteen-year-old children. We will not therefore have this section for any of the four groups of ten-year-olds.

Sentence Completion

The Sentence Completion test for Stage III is almost equal to the Sentence Completion test in Stage I. Just a few changes were made, like in the scaling of Stance, the separation of Negative Affect into two component parts, and the addition, in Stage III, of an extra scale. The rest of the Sentence Completion scores were equal in all respects in both stages.

Let us observe the Task Achievement scores. These children rated the same in both stages in Attitude, Neutral Affect and Positive Affect. In Stage III they rated lowest in Engagement and Coping Effectiveness, while they rated average in Stage I for these two variables. Finally, they could not be differentiated from the other groups in frequency of either Hostile or Depressive Affect.

As far as Interpersonal Relations are concerned, these boys rated average in both Stage I and Stage III on Attitude, and in Neutral and Positive Affect. They rated lowest in Stance in both stages and lowest in Coping Effectiveness in Stage III while they were only third lowest in Stage I. In Stage III they rated lowest in Engagement while they rated average in Stage I. They also rated lowest in Aid/Advice in Stage III.

In general, they tended to score lower in Stage III than they did in Stage I, though in Stage I they were already quite low. Additionally, they had the highest score for Hostile Affect and they rated average in Depressive Affect.

In coping with Authority, these boys rated average in both stages in Attitude and Neutral Affect. As was true for Interpersonal Relations, they tended to rate lower in Stage III than in Stage I for Stance (they were second lowest in Stage III as against average in Stage I). In Engagement they were lowest in Stage III as compared to average in Stage I and in Coping Effectiveness they rated second lowest in Stage III as compared to average in Stage I. Additionally, they rated lowest in Aid/Advice and average in Hostile and Depressive Affect.

As far as coping with Anxiety is concerned, these boys rated average in both Stage I and Stage III for Stance, Engagement, Coping Effectiveness and Neutral Affect. For the variables which were only present in Stage III they were average in Attitude, Aid/Advice, and Depressive Affect and they were high in Hostile Affect and lowest in Positive Affect.

In Coping Effectiveness and Neutral Affect toward Aggression, these boys rated average in the two stages. In Stage III they rated second highest in Engagement as compared to average in Stage I, average in Aid/Advice, average in Hostile Affect, highest in Depressive Affect.

Finally, in Stage I they rated lowest in Stance toward Aggression while they rated average in Stage III.

The Total Score reflected well the situation that has been found previously. Thus, it was found that these boys rated average in both Stage I and Stage III in their general attitude toward problems and in Neutral and Positive Affect. Next, it was found that they scored significantly lower in Stage III than they did in Stage I. They showed the next to lowest score in Stance, lowest in Engagement and lowest in Coping. They were only low average in these variables in Stage I. Furthermore, they rated lowest in Aid/Advice, highest in Hostile Affect and high average in Depressive Affect in Stage III.

Finally, in the Self-Concept and interaction with the parents, it was found that they rated average in both stages in the Self-Concept, although in Stage I there was some differentiation in the groups, while there was no differentiation whatsoever for the Self-Concept in Stage III. In the Parent/Child Interaction items they rated second highest in both stages, in the Mother Interaction they were average, with no differentiation in Stage I, while in Stage III they had the highest score in this interaction. Finally, in the Father Interaction in Stage III they appear as second highest while they were at the mean in Stage I.

On Reality/Fantasy this group of boys were lowest among all groups in Stage I. They did not show a significant difference in Stage III, however.

Story Completion

At this writing there will be no attempt to establish comparisons between the results in the Story Completion for Stage I and those for Stage III. Besides the fact that there are many changes which have been introduced in Stage III, both in the number of variables and the scaling and scoring of variables, it is difficult to keep in mind those variables that are and are not the same in both stages. This type of a job will probably be the subject of a special paper in the future, or the subject for a thesis for a student. At this writing, the reader is directed to see successively, the Analysis of Variance of Means write-up for Stage I and then this Analysis of Variance of Means write-up for each subgroup.

There were no significant differences among the groups for the following variables: Story One Stance, Story One Initiation, Story One Aid/Advice, Story One Solver, Story One Implementation, Story One Evaluation of Outcome, Story One Coping Effectiveness, Story One Negative Affect of Hero, Story One Total Affect of Hero and Others, and Story One Instrumentality. Interestingly and unexpectedly, these boys rated highest in Story One Outcome. This has to do with the outcome of

Story One, where there was a conflict between affiliation and achievement. It appeared that these boys, in spite of the fact that they did not differentiate themselves in Coping Effectiveness, knew how to give a proper outcome to these kinds of situations. They differentiated themselves from all the other groups also in the fact that they produced the shortest Story One of all. Only 47.80 words as compared with the upper-middle class females who wrote 78.50 words per story number one. Finally, they had average scores in Story One Engagement and Positive Affect of the Hero.

For Story Two there were no differences between the groups on the following variables: Story Two Aid/Advice, Outcome, Positive Affect of the Hero, Negative Affect of the Hero, Total Affect of Hero and Others and Story Two Instrumentality. These boys rated average in Story Two Stance, Engagement, Initiator, Solver, Implementation, Evaluation of Outcome and Story Two Coping Effectiveness. They were different from the others again, only in the length of their responses. They wrote for Story Two, which had to do with the boy that moved into a new neighborhood, a situation probably more common to them than to the upper-middle class boys, only an average of 59.35 words as compared with the 84.34 words written by the upper-middle class fourteen-year-old males.

In Story Three there were no differences between the eight groups in the variables of Engagement, Initiation, Aid/Advice, Solver, Coping Effectiveness, Positive Affect Hero or Instrumentality. This was the story where the hero must react toward an uncalled for aggression. These children rated average for this story in Stance, Outcome, Evaluation of Outcome, Negative Affect of the Hero and Total Affect of Hero and Others. They were lowest in implementing, and their coping behavior toward this kind of a situation, and, once more, they wrote the shortest story.

Story Four must have been a favorite of these ten-year-old upper-lower class boys. The story had to do with a girl that went to a movie and left her new coat there, after having been warned about losing things in the past. For this story, our little heroes scored number one in Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Coping Effectiveness and Instrumentality. There were no differences between the groups in Evaluation of Outcome, Positive Affect of the Hero, Negative Affect of the Hero and Total Affect of the Hero and Others. These boys rated average in Outcome and, once more, produced the shortest stories of them all, although this story, for one reason or another, produced lengthier responses than any that we have seen thus far.

In Story Five, this group either showed no difference compared to the other groups or remained at the average score. The only noticeable and persistent finding was that they wrote the shortest story of them all.

In Story Six, except for two variables, these boys remained mostly in the average range or else among a group of undifferentiated scores. In this story, the hero is visiting with his neighbor's little boy. The hero bumps into a table, knocks off a valuable vase which breaks into many pieces. The ten-year-old upper-lower class boys appeared number one, in a show of rather inadequate Positive Affect of the Hero, and continued to write the shortest stories of them all.

In Story Seven, a story that produced very few differences between the groups, our boys became highly differentiated only by writing the shortest stories of them all.

Finally, in the Total Score they remained either within the average score, or contributed within an undifferentiated variable. Once more, they wrote the shortest stories.

Interpretive Comments

One should say first of all that the interpretive comments that were made in Stage I for this particular group of boys are certainly quite valid. If anything, one should perhaps indicate that the picture that they showed in Stage III is generally worse than the one that they showed in Stage I. If at that time they were considered to be the seventh among all groups, in their generalized ability to cope with the environment and in their aptitude and knowledge, they may be, in Stage III, actually battling over the absolute bottom of the scale. One has to see how the upper-lower ten-year-old girls perform before one can fairly state that these boys actually are now at the bottom of the scale, in the kind of scores that have been discussed in this study. As it was pointed out, for the Raven, Mathematics, Reading and GPA, they ranked 6.5 out of eight. This still places them almost second lowest of all the groups in Aptitude and Achievement. However, their showing, particularly in the Sentence Completion, is really low. It further appeared that they were actually very little interested or had low capacity for academic activities, as it can be possibly derived from the fact that they so persistently wrote the shortest stories of them all. They also showed a kind of a defiant attitude to the environment and inadequate emotional reactions in some situations. They scored highest of all only when resolving the problem of the lost coat. Their inability to handle aggressive acts from others, their poor showing in dealing with Anxiety, together with the inadequate positive emotion for the story of the vase provided a somewhat "delinquent" flavor to their manner of coping. The fact that this group generally produced poorer results, in a few years after a similar group in all respects, was tested, warns of an extremely difficult problem to the educational authorities. It is probably true that these upper-lower class children may be the models for all the up mobile lower classes. The rank order for the Occupational Values remains pretty similar for most of them from Stage I to Stage III. However, there are a few exceptions. They further

portrayed the kind of change that is apparently occurring in this socioeconomic level. Thus, while Security was ranked ninth in Stage I, it was now ranked third; while Follow-Father was ranked fourth, it was now ranked seventh; while Self-Satisfaction in the job was ranked eighth before, it was now ranked fourth and while Prestige was ranked third before, it was now ranked eighth. These series of changes appeared to indicate that the children felt less secure, were getting a little further away from their father identification, demanding a little more self-satisfaction in the job, and, in several respects, were therefore becoming what we might call more active and modern but less secure and perhaps less emotionally stable. They, for instance, still produced a fourteenth place for Independence and the thirteenth place for Management, and were, therefore, moving more and more towards a kind of a dependent occupation. Actually, this kind of a picture for their occupational values, is not, as far as one can tell, negative, but what does appear to be negative is the fact that they seemed to be coping less well with the personal problems of their environment than they did before. Compared to this generally pessimistic outlook it may be seen with a certain degree of interest that they are highest in Mother Interaction, second highest in Father Interaction and second highest in Parent/Child Interaction for the Sentence Completion. It appeared, therefore, that they may be caught in a kind of dependent-interdependent conflict, that should be very interesting to study in selected complete protocols.

MEXICO TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

The results for this group of girls in Aptitude and Achievement were extremely similar in Stage I and in Stage III. They ranked in the seventh place in the Raven before, and now they ranked third lowest. They ranked fifth in Mathematics for both stages. They also ranked second lowest in Reading and GPA in both stages.

Behavior Rating Scales

No differentiation was to be found between the subgroups.

Occupational Values Inventory

From Figure 1, one can see that there were actually few differences in the standing among the groups with regard to the Occupational Values for these ten-year-old girls. However, it was striking that while in Stage I they were second highest with regard to the value of Management, they were now merely average among the groups. Also, while they were highest in the value of Prestige before, they had now come down to the average level; while they were average in Surroundings before, now they were highest in this value. Finally, they were highest for Associates while they were average before. It is also noticeable that while they

were sixth in Intellectual Stimulation before, now they were average.

There was a similarity in Stage I and Stage III on the variable Success where they ranked low, seventh and sixth, respectively.

There were five significant differences in Stage I not replicated in Stage III. They were: Altruism (seventh), Esthetics (first), Independence (seventh), Creativity (eighth), and Variety (first).

If one studies the order of preference within this group in Stages I and III, it may be found that these girls, as a group, have remained pretty much with the same order of preference for their Occupational Values, with only one exception. While the value of Prestige was number two in Stage I, it is now number eight. This value refers to occupations in which one day one may become famous. They ranked Intellectual Stimulation high in both stages and Independence and Esthetics low in both stages.

Occupational Interest Inventory

From Figure 1, Occupational Interest variables, one can hardly believe his eyes. With regard to these variables, these girls have remained in almost exactly the same position among the groups as they did in Stage I. They were lowest in Occupational Aspirations and in Occupational Expectations. In the Discrepancy between the Child Aspirations and the Child Expectations they were next to lowest in Stage III and lowest in Stage I. In the Discrepancy between the Father's Occupation and the Child Aspiration they were number three in Stage I and now they were number four.

Educational Aspirations

These girls were lowest in Educational Aspirations in both Stage I and in Stage III.

Social Attitudes Inventory

The only remarkable thing about these girls is that they were next to lowest in coping with Anxiety. In all of the other scores for the Social Attitudes Inventory they were either not differentiated from the other scores or were among the average scores.

Sentence Completion

In the Task Achievement scores, these girls were, again, identical in the position of their scores in Stage I and in Stage III. They appeared among the average scores for all of these variables in both stages. True, they tended to be closest to the ten-year-old upper-lower

class boys, so that often, they ranked the lowest of the average scores. Once more, in the scores that were comparable between Stage I and Stage III, these girls rated, for the variables of the Sentence Completion Interpersonal Relations, pretty much at the same level. There were a few differences however. We find that in Attitude toward Interpersonal Relations, in Stage III they rated second highest, while they were average in Stage I. However, in Engagement, they rated now second lowest while they rated average in Stage I. In Aid/Advice they rated next to the lowest. In Neutral Affect they rated next to the lowest in Stage III while they were rated lowest in Stage I. Their Coping Effectiveness was next to the lowest in Stage III while they were the lowest in Stage I.

Regarding Coping with Authority, they again were rated second in Attitude in Stage III while they were only average in Stage I, but then, they rated lowest in Stance while they were average in Stage I. In Engagement they were number one in Stage I and now they were average in Stage III. In Coping Effectiveness they were the lowest in both stages. With regard to the new variables of the Sentence Completion, they were next to the lowest on Aid/Advice, they had the lowest score on Hostile Affect and the highest on Depressive Affect. This is a kind of a test for a psychodynamic effect. They were, in Stage III, as they were in Stage I, lowest in Neutral Affect. They did show in this stage, as much as they did in Stage I, a rather moody disposition. As far as the variables for Anxiety were concerned, they again showed almost exactly the same pattern as they did in Stage I. They showed average scores in most variables, but they achieved in both stages the lowest score in Coping Effectiveness and with next to lowest and lowest scores in Neutral Affect. As far as the new variables were concerned, they had the highest score in Hostile Affect.

With regard to coping with Aggression, there was a strange turn about of the scores between Stage I and Stage III. While in Stage I these girls were only average in Engagement, now they were number one. They also appeared highest in Coping Effectiveness in Stage III while they were lowest in Stage I. They were lowest in Hostile Affect and highest in Aid/Advice.

In the Sentence Completion Total scores, the pattern mentioned above was well represented. Thus, in Attitude toward all of the problems, these girls, in Stage III were second highest while they were average in Stage I. In Stance they were lowest in Stage III and next to lowest in Stage I. In Engagement, they were average in both stages, in Coping Effectiveness they were lowest in Stage I and they were next to the lowest in Stage III. In Neutral Affect they were last in both stages, and in Positive Affect they were last before and now they were third lowest. In the new scores they appeared as second lowest in Aid/Advice and highest in Depressive Affect.

Finally, in the Parent/Child Interaction scores of the Sentence Completion, these girls remained exactly average in both stages for Self-Concept, highest on the score for the Child Interaction, average on the Mother Interaction, and they came down a little bit on the Father Interaction for they were highest in Stage I and now they were third highest.

On Reality/Fantasy they were second lowest in both stages.

Story Completion

As it can be seen from Figure 1, Story One variables, these girls were either average or non-differentiated by Story One, with the exception of the highest score for Engagement and the second lowest in Response Length. They were side by side with the ten-year-old upper-lower class boys. In Story Two they differentiated themselves from the other groups only in the fact that they were second lowest in Story Two Initiation. In Story Three, they were lowest in Stance and in Outcome. Although not significantly different from the others, they ranked second lowest in Coping Effectiveness. They were second lowest again in Length of Response. In Story Four they were second highest in Aid/Advice. This was the story in which the upper-lower ten-year-old boys showed up so well, the story of the lost coat in the movie. They, however, did not achieve any other significant different score with regard to Story Four. In Story Five, although they tended to have low average scores, they did not differentiate themselves significantly in one single variable from the rest of the groups. In Story Six, they were second lowest in Instrumentality. In Story Seven, they remained undifferentiated, except that, like their counterparts, the ten-year-old little boys, in Story Six, in Story Seven they showed the highest score in Positive Affect of the Hero. This kind of Positive Affect is quite inadequate, since Story Seven portrays the sorrow of a little boy who wants to finish a little model car and who finds himself missing one wheel, in order to complete it.

Finally, in the mean scores for all of these variables across the seven stories, they became characterized by having the lowest score in Solver and Implementation and the second lowest score in Reponse Length.

Interpretive Comments

Once more, the description that was made in Stage I for these girls, remains, for the most, valid. Although they showed here and there a certain greater coping ability, particularly with regard to certain emotional situations, specifically aggression, they were still as low in Aptitude and Achievement as their male counterparts, the ten-year-old males of the upper-lower class. They showed, throughout, their responses, a more stereotyped style from Stage I to Stage III. There

was almost no change in Occupational Values. There was the persistent moodiness that we had already seen in Stage I. There was the lowest creativeness for Implementation and solving of the problems indicated in the Story Completion, etc. They still had the three strikes against them. They were ten-year-olds, tney were females and they were upper-lower class. The pattern, however, was quite similar in many ways to that of their counterparts, the ten-year-old upper-lower class boys. This similarity is not only with regard to the shortness of their stories but also with regard to their very good interaction with the parents. As in the case of the boys, it is extremely important that these upper-lower class children have a chance to go to schools where they can get rid of many of their limitations, both in the cognitive and aptitudinal as well as in some of the emotional and social areas.

MEXICO TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

The "little giants" of Stage I were not dissapointing at all in Stage III. They were highest in Aptitude in Stage I and they remained highest in Stage III. They actually improved in Mathematics having been in fourth place in Stage I, they were first place in Stage III. In Reading they passed from second to first place. Only in GPA did they come down from the second place in Stage I to the third place in Stage III.

Occupational Values Inventory

The Occupational Values of these youngsters, in relation to the other groups, remained quite stable. The large changes were the following: While they were number three in Intellectual Stimulation, now they scored lowest for this value. While they were average in Security now they were second lowest. They continued to be the highest in the Follow-Father Occupational Value; which makes one wonder how much of their good showing was due to an excellent identification with their father. When one observes this group's order of preference for Occupational Values in the two stages, one is struck by the near identity of ranking of the Occupational Values in the two stages. One can see that Follow-Father had gone to rank two instead of rank four as in Stage I, that, opposite to what happened in the case of the ten-year-old upper-lower class children. Prestige had gone up to number four, while it was number nine in Stage I, and, again, opposite to what happened with the ten-year-old children of the upper-lower classes. Security, which was number seven in Stage I, had gone down to number eleven. While these children are more and more interested in someday becoming famous, and less interested in security, the upper-lower ten-year-old children are less and less interested in becoming famous one day and more and more interested in a job that they can always count upon. Money and economic values are strongly showing their ugly face?

Occupational Interest Inventory

Again, with only one exception, all of the scores for the Occupational Interests are extremely similar between Stage I and Stage III. These upper-middle ten-year-old males are third in Occupational Aspirations, second in Expectations, fifth in the Discrepancy between the Father's Occupation and the Child's Aspirations, and continued to be second in Educational Aspiration. The only large difference was found in the scores obtained for the Discrepancy between the Child Expectations and the Child Aspirations, since in Stage I they were second in this discrepancy while in Stage III they were lowest in this discrepancy. It appears that they are actually becoming even more efficacious and realistic than they were a few years ago.

Sentence Completion

For all the variables of the Sentence Completion Task Achievement, these boys remained in the average score range in both stages, with the exception of the variable of Engagement in which they are number one in Stage III and average in Stage I.

For Interpersonal Relations, they were also pretty similar to the way they were in Stage I, except that they had improved. Thus, in Stage III they were number one in Engagement, while they were average before, and in Aid/Advice they showed the highest score. In all the other scores they did not become differentiated from the other groups or remained in the average level at both stages.

In the area of Authority, the scores remained the same for the two stages being around the average with one improvement in Stage III. These boys scored third highest in Attitude while they were average in the same variable for Stage I.

Regarding Anxiety, there was nothing to be reported except that they remained persistently within the average scores in both Stage I and Stage III. With regard to coping with Aggression, there was a significant improvement from Stage I to Stage III. Thus, these boys scored highest in Stance and third highest in Engagement in Stage III while they scored second lowest and lowest in these two variables in Stage I. In all the other variables they remained average in both stages.

The Total scores for the Sentence Completion were a good summary of their general standing with regard to coping with all the areas investigated in this study. In both stages they remained at the high average level of scores for almost all of the variables.

In the Parent/Child Interaction variables, there was a slight tendency for these boys to go in the opposite direction from that shown by the ten-year-old upper-lower class children. Thus, their score for the Self-Concept was number one in Stage I and is only average in Stage III. Their score for the Father Interaction was second highest in Stage I and it was average in Stage III. The other two variables remained around the average scores.

On Reality/Fantasy this group of boys ranked second among all other groups in Stage III, while in Stage I they ranked fourth.

Story Completion

For Story One, they remained undifferentiated from the other groups all across the variables, except for the fact that they scored lowest on Story One, Positive Affect Hero. In Story Two they showed themselves at their best, they had the highest score in Stance, the second highest in Initiation, the highest in Solver and they were still sufficiently self-critical to evaluate the Outcome in such a way that they scored lowest on this particular variable. They shone again in Story Three. They were highest in Stance, Implementation and Evaluation of the Outcome. This is the story in which they must react to an aggressive act. They still had enough good presence to have the lowest Negative Affect of the Hero for this story and the lowest Total Affect of Hero and Others. It appeared that the aggressive act was handled beautifully and optimistically. In Story Four they remained at the average for all the variables, but produced the best outcome for the story among the groups. In the complex, Story Five, they were again average in all variables, except that they showed their ingenuity with the highest score for Instrumentality. Story Six appeared to affect them directly and personally. They produced the second shortest stories and they reacted with the greatest amount of Negative Affect of the Hero. They, however, were even in the midst of these circumstances, particularly ingenious and they produced the second highest score in Instrumentality. For Story Seven they had the highest Evaluation of Outcome, the second shortest length for the story, the least Positive Affect for the Hero, which was an adequate response and the least Total Affect for the Hero and Others.

Finally, in the Mean scores for coping ability with all of the problems set by the Story Completion, they appeared as number one in Engagement, Initiation, Solver, Implementation, Outcome, Coping Effectiveness, and with the lowest Negative Mean Affect for the Hero, the lowest Total Affect for the Hero, and the highest Instrumentality. If anything, they were more of a "super" ten-year-old than they were a few years before.

Interpretive Comments

It is with regard to these children that the statement made in the previous Stage I Analysis of Variance of Means write-up can be considered an exact description of the young boys. As it has been indicated, in the enumeration of their scores, if anything, they appeared even more capable, even more efficient than they did four years ago. It is certainly food for thought,with regard to the Mexican educational system, the fact that the upper-lower class children seem to be doing worse as the years go by, while the upper-middle class boys continue to do better. In this way the gap between these two groups will continue to widen. The most difficult problems for a society, polarization, increase in the gap between the groups with all of its ills, most likely increase in criminality, delinquency, poverty, etc., may be the result; unless very drastic and very clairvoyant measures are taken to improve the education of the upper-lower and the lower classes in general.

MEXICO TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

With one exception, these girls were doing just as well in Aptitude and Achievement in Stage III as they did in Stage I. The exception was dramatic, but probably situational. While they rated highest first in Mathematics in Stage I, they rated second to the lowest in Stage III.

Occupational Values Inventory

Although, like the other groups, these girls remained pretty much at the same level between the groups in their scores for the Occupational Values, there were several exceptions. These girls appeared to be becoming more and more feminine in their Occupational Values. Thus, they were average in Esthetics in Stage I and now they are number One. They were average in Management in Stage I, and they are now lowest in Management in Stage III. They were number one in Self-Satisfaction in the job and now they are low average. On the other hand, they were highest on Associates in Stage I and now they are low average.

As far as the order of preferences for Occupational Values, from Stage I to Stage III, these girls have remained very much the same. The only exception is that they rated number eight in Associates before and now they have gone down to number thirteen. Work in which you can be with people you like, was not as attractive any more.

Occupational and Educational Interests and Aspirations

The scores for these variables have remained almost the same in comparison with the other groups for these girls from Stage I to Stage III. Their Aspirations were second lowest, their Expectations second

lowest; the Discrepancy between the Child Aspirations and Expectations was average; the Discrepancy between the Father Occupation and the Child Aspiration was the lowest. Finally, their Educational Aspiration, which was second lowest a few years ago, in Stage III was average.

Social Attitudes Inventory

They were average in all of the scores for this scale, with the exception that they were second lowest in coping with Aggression.

Sentence Completion

There appeared to be a small but significant improvement in the ability of these girls to cope with Task Achievement as measured by the variables in the Sentence Completion. Thus, while they were lowest in Stance and Engagement in Stage I, now they were average in these two variables. While they were lowest in Coping Effectiveness, now they were low average in this area. They used to be lowest in Neutral Affect and now they were high average in this particular variable. With regard to Interpersonal Relations, these girls kept their number one ranking in Attitude toward Interpersonal Relations and have improved their ability to cope with Interpersonal Relations. Thus, they were second lowest in Coping Effectiveness in Stage I and they were second highest now. Furthermore, they were in Stage III second highest in Neutral Affect while they were only average in Stage I. It is good to note that they came out lowest in Hostile Affect in Interpersonal Relations, and that in the other variables they remained, in both stages, around the average score. There was a clear improvement over their showing in Stage III with regard to their dealings with Authority. Interestingly, these girls appeared to have moved in the direction of greater femininity, with a slight decrease in their coping with achievement, but have certainly improved in their dealings with others and in coping with the areas of Interpersonal Relations, Authority, etc. Thus, while they were average in Attitude, Stance, Engagement and Coping Effectiveness in Stage I; in Stage III they were number one in Attitude, Stance, and Engagement and second in Coping Effectiveness. They also showed another highest score in regard to Aid/Advice. In the other variables they remained at the average level.

With regard to dealing with anxiety they were average, and just as well in Stage I as in Stage III, with a few improvements. Thus, they were second lowest in Coping Effectiveness for Anxiety and in Stage III they were average; they were lowest in Neutral Affect with regard to Anxiety and in Stage III they were high average.

With regard to coping with aggression, there were some small gains and some small losses, with the pattern remaining pretty much the same. Thus, in Engagement with Aggression they were number one in Stage I and they were only average in Stage III. In Coping Effectiveness they were

average in both stages, but in Neutral Affect they were lowest in Stage I and they were highest in Stage III. Finally, with regard to Aid/Advice, in dealing with problems with Aggression, they appeared as second highest. In the Total scores for the Sentence Completion the generalized improvement from Stage I to Stage III was clearly portrayed. They were number one in Attitude in both stages, but in Stance they were number two in Stage III while they were lowest in Stage I. In Engagement they were highest in Stage III, while they were only average in Stage I. In Aid/Advice they were second highest. In Coping Effectiveness they were second highest, while in Stage I they were second lowest. Their Hostile Affect was the lowest of all groups, their Neutral Affect the highest, while in the past it was the second lowest. The improvement is indeed striking for these girls as far as their dealing with the problems of life is concerned. The scores for the Parent/Child Interaction remained the same in the two studies but showed improvement in the Mother Interaction, from average in Stage I to second highest in Stage III. In Father Interaction they were third highest in Stage I, while they were highest in Stage III.

Story Completion

In Story One, these girls, like all the other groups, appeared around the average but showed the lowest Outcome and the highest Positive Affect of the Hero. In Story Two they were highest in Engagement. In Story Three they did not differentiate themselves from the other groups. In Story Four they were second highest in Implementation. In Story Five they were lowest in Instrumentality, they just did not know what to do when they found that they had been working on a topic that was not assigned. Story Six was their "Waterloo." They just did not know what to do when the hero bumps and knocks off a valuable vase. Here they were lowest in Stance, Engagement, Initiation, Aid/Advice, Outcome, Coping Effectiveness and Instrumentality. In Story Seven they were average on all scores.

When one observes the Mean scores, for all the Story Completion problems, their bad showing in Story Six affected them apparently quite badly, for they showed the lowest Mean Stance, the lowest Mean Initiation, the lowest Mean Outcome, and the lowest Mean Coping Effectiveness.

Interpretive Comments

We have again made many interpretive comments as we went along with the description of the Stages I and III for these little girls. It is perhaps important to point out, that, in general, these girls seem to be doing better in Stage III than in Stage 1, and that this may have to do with the four years that have elapsed between these two testings.

They gave, however, a better showing in the Sentence Completion than they did in the Story Completion.

Let us say, to terminate, that they certainly did much better than the ten-year-old upper-lower class males.

MEXICO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

Regarding Aptitude and Achievement, these youngsters showed a very similar picture to that in Stage I. There was some slight improvement though. Thus, while they remained exactly at the same level of score for the Raven and the GPA, they rated sixth place in Mathematics and Reading in Stage I, and now they were rated at the average level.

Occupational Values Inventory

Although their Occupational Values remained for the most in the same relative spot as they did in Stage I, with regard to the eight groups in the study, this was one of the groups that showed more differences. Thus, while they were average in Altruism in Stage I, they were lowest in Stage III. In Management they were average in Stage I and they were number one in Stage III. In Success they were average in Stage I and they were number three in Stage III. In Intellectual Stimulation they were average in Stage I and were second highest in Stage III. On the other hand, they were highest on Creativity in Stage I and they were only average in Stage III. For Associates, they were average in Stage I and they were lowest in Stage III.

On the other hand, their order for preference of Occupational Values had remained almost the same in the two stages. There were few changes that have already been portrayed in the previous discussion, with Creativity, falling down to the third place while it was number one in Stage I, Success becoming number one while it was third in Stage I. Outside of these, all the others remained almost the same in their order of preference.

Occupational Interests and Educational Aspirations

In these variables they had remained pretty much as they were in Stage I. However, there was a difference in the Discrepancy between the Child Aspirations/Child Expectations. While they showed no significant difference in Stage I, they were number one in Stage III.

Social Attitudes Inventory

These boys rated number one in coping with Aggression and with Anxiety.

Views of Life

In the Views of Life these boys rated number one in Academic Locus of Control, number two in Action/Inaction, lowest of the four groups in Intrinsic versus Extrinsic Value of Work, second lowest in Earned versus Bestowed Status, second highest in Confrontation/Avoidance, and second highest in Total Score.

Sentence Completion

In Task Achievement, for the variables of the Sentence Completion, these boys rated average throughout in both Stages I and III. For Interpersonal Relations variables, with some exceptions, they rated average for all the variables in both stages. The exceptions were: In Attitude toward Interpersonal Relations they rated average in Stage I and now they were second lowest. They were second highest in Stance before and in Stage III they were average. They were third highest in Coping Effectiveness before, and now in Stage III they were fifth. A similar trend is to be observed in their answers to the variables of the Authority Sentence Completion. Thus, they remained in the average for most of them, but while they were average in Stage I in Attitude, now they were second lowest. They had also gone down from second highest in Coping Effectiveness to an average score. They had kept the second highest score on Neutral Affect. As far as Anxiety is concerned, there was a slight improvement, although the scores in both stages were pretty much the same. Thus, in Engagement they were now number one while they were just average in Stage I; in Aid/Advice they were number one; in Coping Effectiveness they remained second highest; in Hostile Affect they were lowest, and in Neutral Affect they were now the highest while they were the second highest in Stage I.

In their dealings with Aggression, there was only one significant difference on Engagement in Stage III where they rated sixth. All the other scores were similar in the two stages, and average. As far as the Total scores were concerned, they showed slightly more deterioration than improvement. Thus, in Attitude, they were average and now they were lowest. In Stance, they had the second highest score and now they had an average score. In Coping Effectiveness they were second highest before and now they were average. Finally, in Positive Affect they were average before and now they were lowest. With regard to the scores for the Parent/Child Interaction they were average throughout in both stages.

There was no significant difference in Stage III on Reality/Fantasy. These boys ranked sixth in Stage I.

Story Completion

These boys were number two in Engagement, in Story One, but remained average throughout in all the other scores. In Story Two they were number one in Implementation, but average in all other scores. In Story Three they were number one in Outcome but remained average in all the other scores. In Story Four, they were second highest in Engagement and average in all of the other scores. In Story Five (the girl working on the wrong topic) they showed themselves probably at their best, with number one score on Aid/Advice and number one score in Coping Effectiveness. In Story Six, they scored number one in Implementation and Instrumentality (this is the story of the knocked off vase). Finally, in Story Seven, they remained within the average scores throughout.

As far as the Mean scores for the Story Completion are concerned, they showed the highest score for Stance but remained average in all of the other scores.

Interpretive Comments

In general, the boys in this particular class and age have improved little in several years with regard to their Aptitude and Achievement scores. In General, the write-up for Stage I continues to serve a good purpose in Stage III, although one can see, that in some areas, like Interpersonal Relations and Authority, they were doing not as well now as they did in Stage I, but they were doing somewhat better in Anxiety and Aggression. Their showing in the Story Completion was fundamentally average.

In the Views of Life these boys were portrayed as number one in Academic Locus of Control, that is to say, of the four groups they have the highest responsibility for whatever happens in the academic situation. They are only second in the general tendency to action to the upper-middle fourteen-year-old boys. They are lowest in Intrinsic, that is to say, they preferred extrinsic to intrinsic reasons for working. Only the fourteen-year-old upper-lower class females were lower than they were with regard to the view that one can earn his own status by his own work rather than by his connections. They were only second to their upper-middle counterparts in confrontation rather than avoidance, and again, only second to those boys in their Total Score. They were, therefore, masculine and active in a number of their choices, but not as much as the upper-middle class fourteen-year-old boys.

MEXICO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls were doing just as badly in Stage III as in Stage I.

They have kept the lowest score on the Raven, Mathematics and Reading and there was even a slight deterioration in their Grade Point Average (in relation to the other groups as are all these comparative statements).

Occupational Values

These girls have kept almost exactly the same position among the groups for all of the Occupational Values. There were slight changes like the fact that they were now number one in Intrinsic Occupational Values while they were number three before, and, reciprocally, while they were third lowest in Extrinsic in Stage I they were lowest in Stage III.

As far as their order of preference for the Occupational Values is concerned, there were very few changes, like Creativity moving from the sixth to the third position, Variety which was eighth and now was ninth, and Associates which was eleventh and now was thirteenth.

Occupational Interests and Educational Aspirations

These girls were low in their Occupational Aspiration in both Stage I and Stage III. Their Expectations, however, rose slightly from a low level in Stage I to a low-average level in Stage III. Their discrepancy was average in both stages. They were distinctly below average in their Educational Aspirations, both times.

Social Attitudes Inventory

They were second highest in coping with Aggression and second highest in coping with Anxiety. They were actually just second to their fourteen-year-old male counterparts in these two coping abilities. This may mean, in general, that they had to face fairly harsh realities and that they were able to handle them better than the other children did.

Views of Life

These girls were lowest in Locus of Control, lowest in Action/Inaction, lowest in Independent/Interdependent, lowest in Earned/Bestowed Status, lowest in Confrontation/Avoidance, lowest in Self-Initiation/Other Initiation, highest in Self-Solver/Other Solver, lowest in Activity/Passivity under Stress, lowest in the Views of Life, and lowest in Total Score. They certainly appeared to be in this test the classic feminine passive model, but with the qualities of an ability to face aggression and anxiety with greater ability than others.

Sentence Completion

Most of their scores were average, in both Stages I and III, for the variables of Task Achievement in the Sentence Completion. However, there were some changes that are worth recounting. Thus, they used to be highest in Engagement in Stage I and they were average in Stage III. They were average in Coping Effectiveness in Stage I and now they were highest in Coping Effectiveness in Stage III. Finally, while they had the lowest Positive Affect in Stage I, they had an average Positive Affect in Stage III. This is certainly an improvement.

In Interpersonal Relations, they rated average throughout both stages with the exception that their Attitude in Stage I was the lowest and it was average in Stage III. As far as Authority is concerned, they were average in Attitude in Stage I and now they were lowest in Attitude. They were lowest in Engagement in Stage I and now they were average. They came out as second highest in Depressive Affect with regard to Authority which apparently indicates that their low Attitude score was valid. With regard to coping with Anxiety, through the Sentence Completion, they had average scores in both stages. For Aggression, they were generally average in both stages except that in Stage III they were lowest in Stance.

The Total Scores showed them as second highest in Attitude toward the problems set in the Sentence Completion, which was greater than the average score that they had in Stage I. In the other scores they maintained an average rating throughout. The Self-Concept was average in both stages; the Parent/Child Interaction was number six in both stages, the Mother Interaction, which was average in Stage I, was the lowest in Stage III. The Father Interaction ranked sixth in both stages.

On Reality/Fantasy this group was lowest in Stage III whereas they were about average in Stage I.

Story Completion

All of their scores in Story One were average. Most of them were not differentiated from the other groups. In Story Two, it was found that they were the lowest in Stance, in Engagement, in Initiation, in Solver, and in Implementation. In spite of this, they appeared as number one in Evaluation of Outcome. Their Coping Effectiveness was the lowest of all groups.

In Story Three, they were rated lowest in Evaluation of Outcome, and average in all the other scores. For Story Four, they were again lowest in Stance, in Engagement and in Initiation, second lowest in Aid/Advice, lowest in Solver, lowest in Implementation, and expectedly, lowest in Coping Effectiveness as well as in Instrumentality.

In Story Five it was found again that they had the lowest score in Aid/Advice, in Outcome and in Coping Effectiveness. They were also second lowest in Instrumentality. Story Six was their best story. They certainly knew how to deal with the problem of the knocked off valuable vase. They were number one in Stance, in Engagement, in Initiation, in Aid/Advice, in Solver, in Outcome and in Coping Effectiveness. In Story Seven they were average throughout except that they had the second highest length for the story.

Finally, regarding their Mean scores for all of the Story Completion, they ranked in somewhat the low average score throughout with the exception of the fact that they were lowest of them all in Instrumentality.

Interpretive Comments

These girls are certainly in difficulties, in Stage I they were found to be highly conflicted. One found them realistically facing harsh circumstances and getting somewhat depressed from it. One did not remember that they had such a tremendous passive feminine trend, but the Views of Life certainly described them as the inheritors of the passive abnegated female role which they both accept and reject. In Stage I they appeared somewhat more efficacious in certain respects, particularly with regard to the Story Completion, but here they did score low in most of those stories, except the one in which they are carrying out activities that were certainly domestic, like the problem of the valuable vase that was knocked off. It will be of great value to study their quest with greater detail.

MEXICO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

Although these boys scored rather similar, to their counterparts in Stage I, their scores for Aptitude and Achievement tended to be slightly below in Stage III. Thus, they rated third place on the Raven in Stage I, and in Stage III they were at the average. In Mathematics they were second highest, and in Stage III they were third highest. In Reading they were highest and in Stage III they were second highest. Their Grade Point Average remained average in both stages.

Occupational Values Inventory

With a few exceptions, they remained at exactly the same level among the groups, with regard to their preferences for Occupational Values. The exceptions were, that while in Stage I they were average with regard to Creativity, in Stage III they were number one. While they were average with regard to Security in Stage I, they were the lowest in Stage III, and while they were third highest in Follow-Father, they stood at the average score in Stage III. These newer selections

probably had to do with the fact, that, although they were lowest in Intrinsic values in Stage I, in Stage III they rated average; and although they were highest in Extrinsic in Stage I, they were in Stage III at the average score for the Extrinsic value. In a sense, they have become far more balanced in their selection of Extrinsic/Intrinsic values and have possibly sacrificed their interest in Security for their interest in Creativity and a tendency, like the ten-year-old and fourteen-year-old upper-lower class males, to reduce the intensity of their Follow-Father Occupational Value. This was actually a fairly generalized trend among the groups.

The order of preference for Occupational Values in this particular group remained generally the same, with the exception that while Creativity was ranked number five in Stage I, it was now in rank number one. Security which was ranked eighth was now in rank eleven. Follow-Father which was ranked ninth, was now in rank twelve, and, finally, Economic Returns which were ranked tenth, were now in rank seven. This indicates that part of what they have given up, with regard to the value of Security, may have appeared under the sign of higher economic returns.

Occupational Interests and Educational Aspirations

Their standing, with one exception, in these variables was exactly the same in Stage I and in Stage III. They were therefore first in Occupational Aspirations, first in Occupational Expectations, sixth in Discrepancy between the Father Occupation and the Child Aspiration and first of all the groups in Educational Aspirations. They were average, both times, in the Discrepancy between the Child Expectation and the Child Aspiration.

Social Attitudes Inventory

It is only with regard to coping with Aggression that they differentiated themselves clearly from the other groups. Here, they rated the lowest score in coping with Aggression, the opposite of the lower classes.

Views of Life

Their standing in the Views of Life tended to confirm the generalized statement that was made on behalf of these children in Stage I. They stand, in so many of these subsyndromes, with the highest score that they certainly could be described as active-efficient, active modernistic or some such adjectives. They were number one in Locus of Control in regard to humanity (the only place in which they appeared last was in Academic Locus of Control), they were first in Action/Inaction and in Immediate/Delayed, in Intrinsic/Extrinsic, in Independent/Interdependent, in Earned/Bestowed Status, in Confronting/Avoiding, in Self/Other Initiation, in Instrumental/Fantasy, in Activity/Passivity under Stress, in Positive/Negative Self-Concept and in the overall Total Score.

They were therefore by far the group that held the largest number of high scores in the active direction.

Sentence Completion

With regard to Task Achievement, they seemed to have fallen significantly in several of the variables. Thus, in Stance they were number one in Stage I and were average in Stage III. In Coping Effectiveness they were number one in Stage I and they were average in Stage III. In Neutral Affect and Positive Affect, they were number one in Stage I while they were undifferentiated from the other groups in Stage III. Some of these results of falling from a high score to an undifferentiated one, may be due to the diminution in the number of cases which was cut in half from 200 in Stage I to 100 in Stage III. However, in most cases, another explanation will have to be sought. On the new measure of Aid/Advice, they showed themselves to have the highest score. In coping with Interpersonal Relations they held on to their good level in both stages, thus, they were number one in Stance, number one in Coping Effectiveness, number one in Neutral Affect, and remained average in Positive Affect. They improved in Engagement from average in Stage I to second highest in Stage III and they fell down in Attitude from average in Stage I to lowest in Stage III. Finally, in Aid/Advice they held the second highest score. These changes from Stage I to Stage III in these two variables for the Sentence Completion that we have just examined, reflect fascinating changes that appear to be more in "mood," more in "style." Thus, for instance, these upper-middle fourteen-year-old boys seemed to be doing just as well, and perhaps slightly better in general Interpersonal Relations, with the exception of their Attitude, while they were doing slightly less well in coping with Task Achievement. Since the children were taken from exactly the same schools in Stage III and in Stage I, one would like to perceive in these changes, actual, real changes in the generalized cultural mood, as we might want to call it, of this particular social class and age and sex. What we have just said, appears somewhat confirmed by the results on coping with Authority; they did remain pretty much the same in Stage I and in Stage III. But in Stance toward Authority they were number one before and now they were high-average, while they remained number one in Coping Effectiveness and number one in Neutral Affect. With regard to the new variables, they were lowest in Depressive Affect and high-average in Aid/Advice. They were average in both stages in Attitude and Engagement toward Authority. With regard to Anxiety, they again remained almost at the same level of score among the groups, as they did before, with average scores in Attitude, Stance, Engagement, with number one in Coping Effectiveness and they appeared as number one in Positive Affect in Stage III, down from the first place to a high-average on Neutral Affect, average in Hostile and Depressive Affect, high-average in Aid/Advice. There were definite changes from Stage I to Stage III in their coping with Aggression. Once more, the general mood of these boys in this stage, was somewhat different from that in Stage I. They fell from highest score on Stance, to an average score for Stance in Stage III. They were

lowest in the new variable of Aid/Advice. Their Coping Effectiveness, having been number one in Stage I had now the lowest score in Stage III. They were highest in Neutral Affect in Stage I, and they were lowest in Stage III. Additionally, results from the two new variables about emotion showed them as highest in Hostile Affect and lowest on Depressive Affect toward Aggression. These results indicate that they are, at the present time, as not only active and efficacious but also more aggressive than this particular youth was in Stage I. In spite of some of the observed changes, the Total Scores for this particular group of boys remained high, and quite unchanged from Stage I to Stage III. We see them accordingly holding the highest score on Stance, Coping Effectiveness, Positive Affect, and remaining also, in both stages, average in Engagement, while slightly improving in general Attitude from the lowest in Stage I to an average score in Stage III. In the new scores they kept up the good performance, scoring highest in Aid/Advice, lowest in Depressive Affect, and, finally, they fell from number one in Neutral Affect in Stage I, to high-average in Stage III. Their scores in the Parent/Child Interaction items showed better the slight change of mood that we had observed in these youngsters. They remained average at both stages in Self-Concept, and still had the lowest score in the Parent/Child Interaction, but fell down from average to second lowest in Mother Interaction, and remained with the lowest score in Father Interaction.

This group ranked number one on Reality/Fantasy in Stage III. They had ranked third in Stage I.

Story Completion

In Story One, these boys appeared as lowest in Engagement and second highest in length of the story. In Story Two, they remained among the average scores or the undifferentiated scores. The exception was that they were highest in length of Story Two. For Story Three, they again had the highest Response Length and the highest Negative Affect of the Hero, plus the highest Total Affect of the Hero and Others. Here again, they showed the low ability to cope with Aggression, that was found in the Sentence Completion. For Story Four, they were next to lowest in Engagement, lowest in Aid/Advice, second lowest in Implementation: they were really very incapable of handling the lost coat at the movies. This contrasted greatly with what happened with the boys in the upper-lower classes. In Story Five they were among average or undifferentiated scores and their only differential score was a second place in Instrumentality. This is the story where Susan worked on the wrong topic. In Story Six, they were lowest on Solver and Impelementation, second highest in Response Length and lowest in Positive Affect of the Hero. They really did not know what to do for the hero when upon visiting a little friend he knocked off a valuable vase. However, they had the appropriate affect to the situation, while the ten-year-old upper-lower boys seemed to have a gay time under the circumstance.

There was no differentiation from the other groups in most of the variables of Story Seven, and for the remaining variables they were found placed in the average scores. Finally, on the Mean scores for the Story Completion, they rated lowest on Mean Engagement and second highest in Response Length.

Interpretive Comments

The very first commentary that one should make with regard to the results of this group, which is related to the results of all the groups, is the amount of validation that Stage III has brought to Stage I in Mexico. One can certainly use, with confidence, these tests in Mexico with the expectation that they will consistently differentiate, as far as they can differentiate, between the groups, and that these differences remain most of the time even with intervals of a few years for other children with the same characteristics. It is interesting to note, for this group, their rather excellent show in Aptitude and Achievement, their extremely high score on the Views of Life, and their apparently somewhat poor showing in the Story Completion. They still held, in Stage III, as they did in Stage I, probably the highest number of high scores across the board. They were shown to be highly efficient in a large number of situations, in both stages; but while they did show themselves better in handling Aggression in Stage I, they did poorly in Stage III. They did not seem to get along very well with their parents but they were certainly among the highest in Aptitude and Achievement, and with regard to their ability to face Interpersonal, Authority, Anxiety and other realities. They can fairly be said to still be deserving of the title of "kings of the mountain," although in Stage III they were certainly challenged by the little "supermen," the ten-year-old upper-middle class males.

MEXICO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls did very well on Aptitude and Achievement in both stages. They did better in Stage III than in Stage I. Thus, they were second highest in the Raven, third highest in Reading and, while they were third highest in Mathematics in Stage I, in Stage III they were second highest. They were just average in Grade Point Average in Stage I and were second highest in Stage III.

Occupational Values Inventory

With a few exceptions, these girls remained in the position they had among the groups for the Occupational Values. The exceptions are: Management, in which they were second lowest before and now they were average, Creativity in which they were average before and now they were lowest, Associates in which they were lowest in Stage I and high-average

in Stage III. Apparently, as a consequence of these changes, they have fallen from the first place on the Intrinsic values to an average position, and from the last place on the Extrinsic values to an average position. Like the upper-middle fourteen-year-old boys, they are now far more balanced with regard to the Intrinsic/Extrinsic occupational evaluation.

As far as the order of the preference for Occupational Values is concerned, there were a few changes, and thus we found that while Prestige was held in the tenth place, it was now in the sixth place. While Follow-Father was fourteenth, it was now eleventh. While Independence was ninth, it was now twelfth.

Occupational Interests and Educational Aspirations

These girls remained pretty much the same in their Occupational and Educational Aspirations and Expectations. In both stages they were average in Aspiration, average in Expectation, average in the Discrepancy between the Child Expectation and the Child Aspiration, second lowest in the Discrepancy between Father Occupation and Child Aspiration, and average in their Educational Aspirations.

Views of Life

In the Views of Life, we may have a confirmation of what we were talking about in Stage I with respect to these girls. At that time their high Aptitude and Achievement and their poor showing in most of the coping instruments was indicated. Their tendency was to a passive rather than an active coping, etc. They were found, in the Views of Life, generally scoring in a more passive style than either the fourteen-year-old upper-lower class males, and particularly the fourteen-year-old upper-middle class males, although often times they scored higher than the upper-lower class fourteen-year-old girls. In Action/Inaction they were second lowest, in Immediate/Delayed they were the lowest; in Earned/Bestowed Status second highest; in Confronting/Avoiding they were second lowest; in Self-Solver/Other Solver they were lowest; in Instrumentality/Fantasy they were lowest; in Positive/Negative Self-Concept they were lowest. In the Views of Life they were highest, but in the Total Score they were second lowest of the groups.

Sentence Completion

In coping with Task Achievement, these girls, who are a close second in Aptitude and Achievement, as measured by the objective tests, were average throughout for coping with Task Achievement in the Sentence Completion in both stages. In Interpersonal Relations, they were persistently average in both stages with one exception. They were second highest in Stage I on Coping Effectiveness and they were average in Stage III. Furthermore, they showed the highest Depressive Affect in Stage III and the lowest Neutral Affect. With regard to coping with

Authority, they again remained average in both stages with a few exceptions. Thus, in Attitude they were average in Stage I and now they were third lowest; in Stance they were average before and now they were second highest. To add to the picture of highly capable individuals under a lot of environmental frustration, it was found that they were highest in the new variable of Hostile Affect and next to lowest in the new variable of Depressive Affect. This was just the opposite pattern of that shown by the ten-year-old upper-lower class females. Their dealings with Authority were apparently difficult. With regard to Anxiety, their showing in Stage III was worse still than it was in Stage I. While before they were fairly consistently scoring a mere average, in Stage III they were lowest in Engagement, lowest in Aid/Advice, but second lowest in Hostile Affect. With regard to Aggression, they again showed a downward trend in some scores, while remaining average in others. Thus, they were second highest in Stance and now they were low-average. They were average in Engagement and now they were second lowest. In Aid/Advice they were second lowest and they were average in the other variables.

The Total Scores for the Sentence Completion illustrated their fairly faceless, mediocre way of handling the problems set by the Sentence Completion, in comparison, of course, with their apparent potential from the objective testing. They were average throughout in their scores with a slight tendency to be low-average. As far as their interaction with their parents, they had the same scores as they did in Stage I for the most. Thus, they were second lowest in Father Interaction, average in Mother Interaction, second lowest in Parent/Child Interaction, and while they were lowest in Self-Concept in Stage I, they were a low-average in Stage III. It is indeed generally a picture that just does not jibe with their capacity, ability, and achievement.

There were no significant differences in Reality/Fantasy in Stage III. In Stage I this group ranked second highest.

Story Completion

In Story One they were lowest in Engagement and highest in Response Length. In Story Two they showed themselves at their best, with the highest score on Initiation and Coping Effectiveness. In Story Three they fell down again to undifferentiated or average scores with the exception that they were second highest on Response Length.

For Story Four, they obtained their average or undifferentiated scores with two exceptions. They rated lowest in Outcome and highest in Response Length. One may suppose somebody would say that there was a lot of hot air in their stories. As far as Story Five was concerned, they rated again at average or undifferentiated scores, with two exceptions. They had the highest score on Outcome and the highest score in Response Length. In Story Six, there was the same general trend, as

in most of these stories, with the highest score on Response Length and, in this case, the highest score for Negative Affect of the Hero. In Story Seven, the same story, with the lowest score on Evaluation of Outcome, the highest score on Response Length, and the highest Total Affect for Hero and Others. In this story, they showed themselves as mainly capable of portraying emotions.

Their Mean scores for the Story Completion were just as bleak as we have seen their performance in each of the stories. They were in first place in Response Length, the first place in Negative Affect of the Hero, and the first place in the Total Affect of the Hero and Others. Perhaps this Mean score, for the Story Completion, characterizes them at their best, very talkative, very emotional, very feminine according to Mexican standards, and somewhat frustrated, probably partially out of being spoiled and partially out of the coping with their roles in the Mexican society.

Interpretive Comments

Once more, in spite of the fact that we were asked by the Central Station not to make commentaries as we went along, but to reserve them for this section, I have actually done for this group most of my commentaries as I went along. This is, of course, apparently a strong personal characteristic. I could, of course, bring all the commentaries into this section, in a second draft, but time is of essence and I am afraid they will have to remain the way they are. We can, however, summarize that in Stage III this group of girls showed themselves very much the same as they did in Stage I. In both stages they appeared as capable, intelligent, and good achievers but relatively low with regard to their coping ability, with most of the problems set by life. The commentaries made in Stage I, then, very much apply here. For one reason or another, the Mexican girls ,particularly those in this particular social class, must "live down" to their destiny, which is portrayed for them in the sociocultural premises of the Mexican family. Although they can be capable, they must cover this up and appear quite helpless and quite unable to handle most of the situations of life. In this case, the Story Completion may be one of the best portrayals for them, as they were highest in Response Length, highest in Negative Affect, and highest in Affect for the Hero and Others. They were able to appear only once as highest in coping, and this had to do with a problem that was set between two small girls. In this case, they would be actually performing duties that they might expect to perform as mothers with regard to the two little girls and let themselves go.

It is, again, one of the greatest challenges of Mexico, to take advantage of the potential of these girls and not lose their capacities and abilities in an holocaust to the old and still highly respected Mexican sociocultural premise of the family that says: the place for women is in the home.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no significant age main effects in either study since the tests were standardized within age groups. There were two similar Age x SES interactions in both Stages I and III. In both studies, for Mathematics and GPA, the middle-class children excelled at both age levels. However, for Mathematics, this difference was greater at age fourteen than at age ten. For GPA, the difference was greater at age ten than at age fourteen, but still in favor of the middle class. In Stage I there was one additional Age x SES interaction for Reading Achievement. Here, again, at both age levels the middle-class children excelled, but the difference was greater in the fourteen-year-old than in the ten-year-old sample. There were no additional interactions involving age in Stage III. In Stage I there were two significant Age x Sex interactions, one for the Raven and one for Arithmetic Achievement. For the Raven, the males excelled at both age levels, but the difference in favor of the males was greater at age fourteen than at age ten. For Arithmetic Achievement, at age ten the females excelled but by age fourteen the males excelled.

Socioeconomic Status

There were similar findings for all Aptitude and Achievement measures for both Stages I and III. That is, in all cases the upper-middle-class children excelled the upper-lower-class children. There was a similar SES x Sex interaction for both Stages I and III. That is, for GPA, in the lower class the males excelled, while in the middle class the females excelled. There were two additional SES x Sex interactions in Stage I that were not replicated in Stage III. For the Raven in both social classes the males excelled; however, this difference was greater in the lower than in the middle class. For Arithmetic Achievement, in the upper-lower class the males excelled, while in the middle class the females excelled.

Sex

There was one similar Sex difference in Stages I and III. For Reading, the males excelled the females in both cases. Significant in Stage III only was the fact that the males excelled the females also in Arithmetic Achievement. Significant in Stage I, but not replicated in Stage III was the fact that the males excelled the females on the Raven Aptitude measure.

BEHAVIOR RATING SCALE

Comparisons between Stages I and III were not possible for the BRS in Mexico due to problems encountered in the Stage I BRS in that country.

At any rate, in Stage III there were six significant Age main Effects. In all cases the ten-year-olds excelled the fourteen-year-olds. These were in the following areas: Academic Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation and Solver. There were no significant interactions involving Age.

Socioeconomic Status

There were no significant social class main effects. However, there were three SES x Sex interactions. For Interpersonal Relations, Aggression, and Anxiety, in the lower class the males excelled, while in the upper-middle class the females excelled.

Sex

There were no significant Sex main effects.

OCCUPATIONAL VALUES

Age

In both Stages I and III the ten-year-olds received higher scores on the following values: Associates, Variety, Follow Father and Total Extrinsic. In both studies the fourteen-year-olds received the higher scores on the following values: Independence, Success, Self-Satisfaction, Intellectual Stimulation, and Total Intrinsic. Significant in Stage III, but not in Stage I, was the greater frequency of choice of Esthetics by the ten-year-olds and the greater frequency of choice of Management by fourteen-year-olds. Significant at Stage I only was the greater choice at age ten of Prestige and Surroundings, and a greater frequency of choice of Creativity at age fourteen. There were three Age x SES interactions which were significant in both studies. For Economic Returns, at age ten the upper-lower class children received higher scores, while at age fourteen the upper-middle class scored higher. For the Total Intrinsic score, at age ten the middle class scored higher, while at age fourteen the reverse was true. For the Total Extrinsic score, at age ten the upper-lower class children scored higher, while by age fourteen the middle-class children scored higher. There were two additional Age x SES interactions in Stage III. For Esthetics at age ten the middle-class children excelled, while at age fourteen the lower-class children scored higher. For Associates, at age ten the lower-class children excelled, while at age fourteen the middle-class children scored higher. There were a number of Age x SES interactions significant in Stage I which were not replicated in Stage III. For Altruism and Self-Satisfaction at both age levels the middle class

excelled; however, this difference in favor of the middle class was greater at age ten than at age fourteen. For Independence and Prestige, at age ten the lower-class children excelled, while at age fourteen the middle-class children excelled. For Intellectual Stimulation, Security and Surroundings, at age ten the middle-class children excelled, while at age fourteen the lower-class children scored higher. For Creativity, at age ten the middle-class children scored higher, but by age fourteen there was virtually no class difference. For Follow Father, at both age levels the middle-class children scored higher, but this difference in favor of the middle class was accentuated at age fourteen.

There were no Age x Sex interactions which were found in both Stages I and III. Significant in Stage III only was the Age x Sex interaction for Self-Satisfaction. At age ten the females excelled, while at age fourteen the males excelled. Significant in Stage I but not replicated in Stage III were Age x Sex interactions for Management, Intellectual Stimulation and Associates. For Management and Associates, at age ten the females excelled, while at age fourteen the males scored higher. For Intellectual Stimulation, the females excelled at both age levels; however, this difference in favor of the females was much greater at age fourteen than at age ten.

Socioeconomic Status

The value of Variety was preferred by upper-lower-class children in both Stages I and III. The following values were preferred by upper-middle-class children in both studies: Altruism, Independence and Follow Father. In Stage III only the upper-lower-class children preferred Security and Surroundings. In Stage I only the upper-lower class preferred Esthetics, Management, Prestige, and Economic Returns. The upper-middle-class children (in Stage I only) preferred Success, Self-Satisfaction, Intellectual Stimulation and Creativity.

There was one SES x Sex interaction which was significant in both Stages and that was for Security. However, the interaction was the opposite in the two studies. In Stage I, in the lower class the females chose Security more often, while in the middle class the males chose it more frequently. Just the opposite was observed in Stage III. There were three additional SES x Sex interactions in Stage III only. For Independence and Associates, in the lower class the females scored higher, while in the middle class the males scored higher. For Follow Father, the males scored higher in both social classes, but this difference in favor of the males was greater in the lower class than in the upper-middle class. Significant in Stage I, but not replicated in Stage III were the SES x Sex interactions for Esthetics, Total Intrinsic, and Total Extrinsic scores. For Esthetics and for Total Intrinsic, in both social classes the females scored higher; however, this difference in favor of the females was accentuated in the middle

class. For Total Extrinsic, in both social classes the males scored higher; however, this difference in favor of the males was greater in the middle class than in the lower class.

Sex

In both Stages I and III the males preferred Creativity and Follow Father. Also, in both studies the females preferred Esthetics, Success, Intellectual Stimulation, and Surroundings. Significant in Stage III only was the male preference for Prestige. Significant in Stage I only was the male preference for Independence, Economic Returns, and Total Intrinsic; and the female preference for Altruism, Variety, and Total Extrinsic.

OCCUPATIONAL INTEREST INVENTORY

Age

There were three Age main effects which were found in both Stages I and III. In both studies, the fourteen-year-olds received higher scores than did the ten-year-olds on Occupational Aspiration, Occupational Expectation, and the discrepancy between the Father's Occupation and the Child's Aspiration. Significant in Stage III only was the high score of the fourteen-year-olds on the status level of their Father's Occupation (a variable not included in Stage I). There were no Age x SES interactions in either study. There were no similar Age x Sex interactions in the two studies. In Stage III, for Father's Occupation, at age ten the females scored higher, while at age fourteen the males scored higher. Also in Stage III, for the discrepancy between Father's Occupation and Child's Aspiration, the males excelled at both age levels; however, the difference was greater at age ten than at age fourteen.

In Stage I there were two similar Age x Sex interactions. For the Expectation/Aspiration discrepancy, and for the discrepancy between Mother's Aspiration/Child's Aspiration, at age ten the males scored higher, while at age fourteen the females received the higher score.

Socioeconomic Status

There were four similar social class main effects found in both Stages I and III. In both stages the middle class excelled the upper-lower class in Occupational Aspiration and Expectation. In both studies the upper-lower class received higher scores on (a) the discrepancy between Aspiration and Expectation, and (b) the discrepancy between their father's occupation and their own aspiration. In Stage III only, as would be expected, the occupational level of the fathers of the middle-class children was higher than was that of the fathers of upper-lower class children. In Stage I only, the upper-lower class children had higher discrepancy scores between the father's aspiration for them and their own aspiration.

There was one similar SES x Sex finding in both Stages I and III. The Child's Occupational Expectation was higher for the males than for the females in both social classes, but this difference in favor of the males was greater in the middle than in the lower class. In Stage III only, there was a significant SES x Sex interaction for the discrepancy between Child's Aspiration and Expectation. In the upper-lower class, the males had the greater discrepancy, while in the upper-middle class the females had the greater discrepancy. In Stage I only, there was a significant SES x Sex interaction for Child's Aspiration. In both social classes the males had higher aspirations, but this difference was accentuated in the upper-middle class.

Sex

All three significant findings were observed in both Stages I and III. That is, the males scored higher than the females on Occupational Aspiration and Expectation, and in the discrepancy between Father's Occupation and Child's Aspiration. There were no findings peculiar to one stage only.

EDUCATIONAL ASPIRATION

Age

In both Stages I and III the fourteen-year-olds had higher Educational Aspirations than did the ten-year-olds.

In Stage III only there was a significant Age x SES interaction. At both age levels the middle-class children received higher scores; however, this difference was emphasized in the ten-year-old sample as compared to the fourteen-year-old sample. There was a significant Age x Sex interaction found in Stage I only. The males had higher Educational Aspirations at both age levels, but this difference was accentuated in the ten-year-old sample.

Socioeconomic Status

In both Stages I and III, the upper-middle class had higher Educational Aspiration levels than did the upper-lower class.

Sex

In both Stages I and III, the males had higher Aspirations than did the females.

SOCIAL ATTITUDES INVENTORY

It should be noted that comparisons cannot be made due to the different nature of the instrument in the two studies.

Age

In Stage III there was one significant Age main effect for Anxiety. Here the fourteen-year-olds scored higher than did the ten-year-olds.

There were four significant Age x SES interactions. For Authority, Anxiety, and the SAI Total score, at age ten the upper-middle class children excelled, while at age fourteen the upper-lower class children excelled. For Interpersonal Relations, at age ten the upper-middle class children excelled, while at age fourteen there was virtually no social class difference.

In Stage I, there were no Age main effects; however, there were two significant Age x SES interactions. For Passive Coping, at age ten the middle-class children scored higher, while at age fourteen the upper-lower class children scored higher. For Passive Defensive Behavior, at both age levels the upper-lower class children scored higher. However, this difference in favor of the upper-lower class was accentuated in the fourteen-year-old sample. In addition, there was a significant Age x Sex interaction for Passive Defensive Behavior. At age ten the males scored higher, while at age fourteen the females scored higher.

Socioeconomic Status

There were two significant social class main effects in Stage III. For Task Achievement, the upper-middle class scored higher, while for Aggression, the upper-lower class scored higher.

In Stage I also there were two significant social class main effects. For Active Coping the upper-middle class children scored higher, while for Passive Defensive, the upper-lower class children scored higher. In addition, there was a significant SES x Sex interaction for Active Defensive. In both social classes the males scored higher; however, this difference in favor of the males was accentuated in the upper-middle class.

Sex

There were no Stage III Sex differences.

In Stage I, for both Active Coping and Active Defensive, the males scored higher than did the females.

VIES OF LIFE

Age

There were no Age differences since this instrument was administered only to the fourteen-year-old sample.

Socioeconomic Status

The upper-lower class scored higher than did the upper-middle class on the following dimensions: (a) Academic Locus of Control, (b) Self versus Other Solver, and (c) Self versus Joint Implementation. The upper-middle class scored higher on the following dimensions: (a) Intrinsic versus Extrinsic Values, (b) Independence versus Interdependence, (c) Earned versus Bestowed Status, (d) Self Initiation versus Other Initiation, (e) Activity/Passivity under Stress, (f) View of Life, and (g) the Total Score.

There were four SES x Sex interactions. For Competition-Cooperation and Positive/Negative Self Concept, in the upper-lower class the females scored higher, while in the upper-middle class the males scored higher. For Views of Life, in the upper-lower class the males scored higher, while in the upper-middle class the females scored higher. For the Total Score in both social classes the males scored higher (more overall active choices), but this difference was accentuated in the upper-middle class.

Sex

The males scored higher than did the females (made more active choices) on the following dimensions: (a) Locus of Control, (b) Action versus Inaction, (c) Earned versus Bestowed Status, (d) Confrontation-Avoidance, (e) Self versus Other Initiation, (f) Instrumentality versus Fantasy, (g) Activity versus Passivity under Stress, and (h) the Total Score. The females did not excel in any dimension.

SENTENCE COMPLETION

Task Achievement

Age: In both Stages I and III the fourteen-year-olds scored higher than the ten-year-olds on Coping Effectiveness. This was the only similar Age finding. In Stage III only, the fourteen-year-olds also excelled on Attitude and Aid/Advice. In Stage I only the fourteen-year-olds scored higher on Stance, Engagement and Frequency of Positive Affect, while the ten-year-olds scored higher on Frequency of Negative Affect.

There were no similar Age x SES interactions in the two studies. In Stage III there were four such significant interactions. For Stance, Engagement, and Coping Effectiveness, at age ten the upper-middle-class children excelled, while at age fourteen the upper-lower-class children scored higher. For Depressive Affect, at age ten the upper-lower-class children scored higher, while at age fourteen the middle-class children received the higher score. In Stage I there were three significant Age

x SES interactions. For Coping Effectiveness at age ten the lower-class children scored higher, while at age fourteen the middle class scored higher. For Frequency of Negative Affect, at age ten the middle class scored higher, while at age fourteen the lower class scored higher. For Frequency of Positive Affect, the middle-class children scored higher at both age levels. However, this difference was accentuated at age fourteen as compared to age ten.

Socioeconomic Status: There were no similar findings involving the main effects between the two studies. In Stage III the middle-class children scored higner on Aid/Advice, while in Stage I they scored higher on Frequency of Positive Affect. While there were no significant SES x Sex interactions in Stage I, there were two in Stage III. For both Engagement and Aid/Advice, in the upper-lower class the females excelled, while in the upper-middle class the males excelled.

Sex: There were no Sex differences in Stage III. In Stage I, the females excelled on Attitude and Frequency of Negative Affect, while the males excelled in Stance, Coping Effectiveness, and Frequency of Neutral Affect.

Interpersonal Relations

Age: Similar in both Stages I and III was the fact that the ten-year-olds scored higher on Attitude. Significant in Stage III only was the higher score of the fourteen-year-olds on Engagement and Aid/Advice. In Stage I only, the fourteen-year-olds scored higher on Stance, Coping Effectiveness, and Frequency of Neutral Affect, while the ten-year-olds scored higher on Frequency of Negative Affect.

There were no common interactions involving Age since there were none significant in Stage I. In Stage III, there were three significant Age x SES interactions. For Engagement, Aid/Advice, and Coping Effectiveness, the upper-middle-class children excelled at both age levels, but the difference in favor of the middle class was greater at age ten than at age fourteen. In addition there were two significant Age x Sex interactions in Stage III. For Repressive Affect, at both age levels the females scored higher; however, this difference in favor of the females was greater at age fourteen than at age ten. For Neutral Affect, at age ten the females scored higher, while at age fourteen the males scored higher.

Socioeconomic Status: There were two main effect findings similar in both Stages I and III. For Stance and Coping Effectiveness the middle class scored higher than did the lower class. In addition, in Stage III only, the middle class scored higher on Engagement, Aid/Advice, and Neutral Affect, while the lower class scored higher on Hostile Affect. In Stage I only, the middle-class children scored higher on Attitude.

Sex: There were no similar Sex findings in Stages I and III. In Stage III only, males scored higher than females on Hostile Affect, while the females scored higher on both Attitude and Depressive Affect. In Stage I only, the males scored higher on Stance, Coping Effectiveness, and Neutral Affect, while females scored higher on Negative Affect.

Authority

Age: There were two significant Age main effects found in both Stages I and III. In both cases, the fourteen-year-olds scored higher on both Coping Effectiveness and Neutral Affect. Significant in Stage III only was the higher score of the fourteen-year-olds on Stance, and the higher score of the ten-year-olds on both Attitude and Repressive Affect. In Stage I only, the ten-year-olds were significantly higher on Engagement and Frequency of Negative Affect.

There were no similar Age x SES interactions in the two studies. In Stage III there was one significant interaction for Aid/Advice. In both age groups the upper-middle-class children scored higher, but this difference in favor of the middle class was accentuated at the ten-year-old level. There was one significant Age x SES interaction in Stage I for Attitude. At age ten the upper-middle-class children scored higher, while at age fourteen the upper-lower-class children received higher scores. There was one Age x Sex interaction found in both Stages I and III for Engagement. At age ten the females scored higher, while at age fourteen the males scored higher. There were two additional Age x Sex interactions significant in Stage III only. For Coping Effectiveness, at age ten the females excelled, while at age fourteen the males excelled. For Hostile Affect, at age ten the males scored higher, while at age fourteen the females scored higher.

There were four Age x Sex interactions significant only in Stage I. For Stance, at age ten the females excelled, while at age fourteen the males excelled. For Coping Effectiveness and Neutral Affect, the males excelled at both age levels; however, this difference was accentuated in the fourteen-year-old sample. For Negative Affect, the females scored higher at both age levels, but this difference in favor of the females was greater in the fourteen-year-old sample.

Socioeconomic Status: There were two similar SES main effects in Stages I and III. For both Stance and Coping Effectiveness, the middle-class children received higher scores. There were five additional social class main effects significant in Stage III only. The upper-middle class scored higher than the upper-lower class on Engagement, Aid/Advice, Hostile Affect, and Neutral Affect, while the upper-lower class scored higher on Depressive Affect. There was a significant SES x Sex interaction for Stance in Stage III only. In the upper-lower class the males scored higher, while in the upper-middle class the

females received higher scores. There was a significant SES x Sex interaction in Stage I only for Attitude. Here, in the upper-lower class the males scored higher, while in the upper-middle class the females received higher scores.

Sex: There was one similar Sex finding in both Stages I and III for Neutral Affect. In both studies the males received the higher scores. There were two Sex differences found in Stage III only. For both Aid/Advice and Depressive Affect, the females scored higher. There were three Sex differences significant in Stage I only. For Stance and Coping Effectiveness the males scored higher, while for Frequency of Negative Affect, the females received higher scores.

Anxiety

Age: There were two Age main effects which were significant in both studies. For both Coping Effectiveness and Neutral Affect, the fourteen-year-olds scored higher. There were two additional Age differences in Stage III only. For Aid/Advice the fourteen-year-olds scored higher, while for Hostile Affect, the ten-year-olds scored higher. There were also two findings in Stage I not replicated in Stage III. For Stance, the fourteen-year-olds scored higher, while for Frequency of Negative Affect the ten-year-olds received the higher scores.

There were no common interactions involving Age, since none were observed in Stage I. There were four significant Age x SES interactions in Stage III. For Engagement, there was no class difference at age ten, while the upper-lower class excelled at age fourteen. For Aid/Advice, at age ten the upper-middle class excelled, while at age fourteen the upper-lower class received higher scores. For Hostile Affect, the upper-lower children excelled at both age levels, but this difference was greater in the ten-year-old than in the fourteen-year-old sample. For Neutral Affect, the upper-middle class children received higher scores in both age groups, but this difference was greater in the ten-year-old sample.

There were two significant Age x Sex interactions in Stage III. For both Engagement and Aid/Advice, at age ten the females scored higher, while at age fourteen the males scored higher.

Socioeconomic Status: There were no common findings since there were no social class differences in Stage I. In Stage III there were six significant social class differences. The upper-lower class scored higher on Engagement, Aid/Advice, Hostile Affect, and Depressive Affect. The upper-middle class scored higher on Neutral Affect and on Positive Affect. There were no significant SES x Sex interactions in either study.

Sex: There was only one common Sex main effect in both studies and that was for Coping Effectiveness where the males scored higher than the females. Significant in Stage III only was the higher male score on Aid/Advice. There were four additional Sex main effects in Stage I. The males scored higher than the females in Stance, Engagement, and Frequency of Neutral Affect, while the females scored higher on Frequency of Negative Affect.

Aggression

Age: There were no common Age findings in both Stages I and III. There were six significant Age main effects in Stage III only. The ten-year-olds scored higher on Stance, Engagement, Aid/Advice, Coping Effectiveness, and Depressive Affect; while the fourteen-year-olds scored higher on Hostile Affect. In Stage I the fourteen-year-olds scored higher on Stance, Engagement and Coping Effectiveness, thus reversing the Stage III trend. There were no similar Age x SES findings in both studies. In Stage III only there was one for Neutral Affect where at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class scored higher. There were two significant Age x SES interactions in Stage I only. For Frequency of Negative Affect, at age ten the upper-middle-class children scored higher, while at age fourteen the upper-lower class scored higher. For Frequency of Neutral Affect, the exact opposite interaction was observed.

There were no significant Age x Sex interactions in either study.

Socioeconomic Status: There were no similar social class findings since there were none in Stage I. However, there were four in Stage III. The upper-middle class scored higher on Stance and Hostile Affect, while the upper-lower class scored higher on Engagement and Depressive Affect. There were no significant SES x Sex interactions in either Stage.

Sex: There were no similar Sex findings in both Stages I and III. In Stage III only, the males scored higher on Stance and Hostile Affect, while the females scored higher on Neutral Affect. In Stage I only, the females scored higher on Engagement only.

TOTAL SCORES

Age

For the Total Scores, there were two similar Age findings for both Stages I and III. The ten-year-olds scored higher on Total Attitude, and the fourteen-year-olds scored higher on Coping Effectiveness. There were two additional differences in Stage III only. For Aid/Advice the fourteen-year-olds scored higher, while for Depressive

Affect the ten-year-olds received higher scores. There were four Total Scores significant in Stage I only and not replicated in Stage III. The fourteen-year-olds scored higher on Stance, Neutral Affect, and Positive Affect; while the ten-year-olds scored higher on Negative Affect.

There were no similar Age x SES findings in both studies. In Stage III only, there were five significant Age x SES interactions. For Engagement, at age ten the upper-middle-class children scored higher, while at age fourteen the upper-lower class received the higher scores. For both Aid/Advice and Coping Effectiveness, at both age levels the upper-middle-class children scored higher. However, this difference was accentuated in the ten-year-old sample. For Hostile Affect, at age ten the upper-lower class scored higher, while at age fourteen the upper-middle class received the higher scores. For Neutral Affect, at age ten the upper-middle class scored higher, while at age fourteen, there was virtually no social class difference. In Stage I only, for Positive Affect at age ten the upper-lower class scored higher while at age fourteen the upper-middle class scored higher.

There also were no similar findings in the two Stages for Age x Sex interactions. In Stage III there were three such significant interactions. For Engagement, Aid/Advice, and Coping Effectiveness the females excelled at age ten, while the males excelled at age fourteen. There was one significant Age x Sex interaction in Stage I for Stance. At both age levels the males received the higher scores; however, this difference in favor of the males was accentuated at age fourteen.

Socioeconomic Status

There were three social class main effects which were similar in both Stages. For Stance and Coping Effectiveness and Positive Affect the upper-middle class scored higher than did the upper-lower class. In Stage III only, there were four additional social class main effects. The upper-middle class scored higher than the upper-lower class on Engagement, Aid/Advice, and Neutral Affect. The upper-lower class scored higher on Depressive Affect. There were no significant SES x Sex interactions in either study.

Sex

There were no similar Sex findings in both Stages I and III. In Stage III only, the females scored higher than the males on Attitude and Depressive Affect, while the males scored higher on Hostile Affect. In Stage I only, the males scored higher on Stance, Coping Effectiveness, and Neutral Affect; while the females scored higher on Frequency of Negative Affect.

PARENT-CHILD INTERACTION ITEMS

Age

Three of the four Age main effects were similar in both Stages I and III. For Self-Concept, Parent-Child Interaction, and Interaction with Father, the ten-year-olds scored higher. In addition, in Stage III only, the ten-year-olds scored higher on Mother Interaction.

There were no similar Age x SES interactions as there were none in Stage III. In Stage I there were two such interactions. For Self-Image, at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class scored higher. For Interaction with Father, in both age groups the upper-lower class scored higher; however, this difference was accentuated at age fourteen. There were no significant Age x Sex interactions in either study.

Socioeconomic Status

There was one similar social class finding in both studies for the Parent-Child Interaction item, where the upper-lower class scored higher than did the upper-middle class. In Stage I there was one additional social class finding for Interaction with Father where, again, the upper-lower class children received higher scores. There were no similar SES x Sex interactions as there were none significant in Stage I. In Stage III there were two, for Self-Concept and for Interaction with Father. In both cases in the upper-lower class the males received the higher scores, while in the upper-middle class the females scored higher.

Sex

There were no significant sex differences in either study.

REALITY-FANTASY ACHIEVEMENT DISCREPANCY SCORE

Age

There were no Age differences in either study and no interactions involving Age.

Socioeconomic Status

In both Stages I and III the upper-middle class scored higher than did the upper-lower class.

Sex

In Stage III only, the males scored higher than did the females.

STORY COMPLETION

Task Achievement

Age: There were only two significant Age main effects, for Engagement and for Response Length. The ten-year-olds scored higher on Engagement, while the fourteen-year-olds scored higher on Response Length. There was one significant Age x SES interaction in Stage III only for Engagement. At both age levels the upper-lower-class children scored higher, but this difference was accentuated at age fourteen. In Stage I there was a significant Age x SES interaction for Coping Effectiveness. At age ten the upper-middle-class children scored higher, while at age fourteen the upper-lower-class children scored higher.

Socioeconomic Status: There were eight significant social class differences for this area in Stage III only. The upper-lower class scored higher on Stance, Engagement, Initiation, Aid/Advice, Outcome, Evaluation of Outcome, and Coping Effectiveness; while the upper-middle class scored higher on Response Length. There were no significant SES x Sex interactions.

Sex: There were no similar Sex findings in Stages I and III. In Stage III only, the females scored higher on Positive Affect Hero, while the males scored higher on Instrumentality. In Stage I only, the males scored higher on Coping Effectiveness.

Interpersonal Relations

Age: There were three significant Age main effects in Stage III. The ten-year-olds scored higher on Engagement, while the fourteen-year-olds scored higher on Evaluation of Outcome and Response Length. In Stage I the fourteen-year-olds scored higher on Coping Effectiveness (Story Seven). There were no significant Age x SES interactions in Stage III. In Stage I, both Coping Effectiveness scores showed significant Age x SES interactions. For Story Four, at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class scored higher. In Story Seven, at age ten the upper-lower class scored higher, while at age fourteen the upper-middle class received higher scores. There was one significant Age x Sex interaction in Stage III for Implementation. At age ten the females scored higher, while at age fourteen the males scored higher. In Stage I there was an Age x Sex interaction for Coping Effectiveness (Story Four). At age ten the females scored higher, while at age fourteen the males scored higher.

Socioeconomic Status: There were eight significant social class differences in Stage III. The upper-middle class scored higher on Stance, Engagement, Initiation, Solver, Implementation, Coping

Effectiveness, Response Length, and Instrumentality. There were no significant social class differences in the two Stage I Coping Effectiveness scores.

There were two SES x Sex interactions in Stage III. For Stance, in the upper-lower class the males scored higher, while in the upper-middle class the females scored higher. For Response Length, in the upper-lower class the females scored higher, while in the upper-middle class the males scored. There were no significant SES x Sex interactions in Stage I.

Sex: There were four significant Sex main effects in this area for Stage III. The males scored higher on Implementation, while the females received higher scores on Evaluation of Outcome, Positive Affect Hero, and Total Affect of Hero Plus Others. There were no Sex main effects in either Stage I story.

Aggression

Age: There were six Age main effects significant in Stage III. The fourteen-year-olds scored higher on Stance, Outcome, Response Length, and Negative Affect Hero; while the ten-year-olds scored higher on Evaluation of Outcome and Positive Affect Hero. In Stage I, the fourteen-year-olds scored higher on Coping Effectiveness.

There were eight significant Age x SES interactions in Stage III, but none in Stage I. For Stance, Engagement, Outcome, Coping Effectiveness Negative Affect Hero, and Total Affect of Hero Plus Others, at age ten the upper-middle-class children scored higher; while at age fourteen the upper-lower class received higher scores. For Solver and Implementation, at both age levels the upper-middle class scored higher; however, this difference in favor of the upper-middle class was accentuated at the ten-year-old level.

There was one Age x Sex interaction in Stage III for the variable Evaluation of Outcome. At age ten the males scored higher, while at age fourteen the females received higher scores. In Stage I there was a significant Age x Sex interaction for Coping Effectiveness. At age ten the females scored higher, while at age fourteen there was virtually no Sex difference.

Socioeconomic Status: In Stage III there were three significant social class differences, while there were none in Stage I. For Solver, Implementation, and Response Length the upper-middle class received higher scores than did the upper-lower class. There was one significant SES x Sex interaction in Stage III only. For Response Length, in the upper-lower class the females scored higher, while in the upper-middle class the males scored higher.

Sex: There was one Sex difference in Stage III for the variable Stance where the males scored higher than did the females. In Stage I, the females scored higher than the males on Coping Effectiveness.

Anxiety

Anxiety was measured in two stories (Stories Four and Six) in Stage III, but in only one story (Story Five) in Stage I.

Age: For Story Four in Stage III, there were nine significant Age main effects. For all but one variable the ten-year-olds excelled. Those where they excelled were Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Evaluation of Outcome, and Coping Effectiveness. The fourteen-year-olds received higher scores on Response Length. In Story Six there were eight significant Age differences. The fourteen-year-olds excelled on all but one of these variables. These were Stance, Engagement, Initiation, Coping Effectiveness, Response Length, Negative Affect Hero, and Instrumentality. The ten-year-olds scored higher on Positive Affect Hero. In Stage I, the fourteen-year-olds scored higher on Coping Effectiveness.

In Story Four there were no significant Age x SES interactions. In Story Six there were three such interactions. For Solver, at age ten there was virtually no social class differences, while at age fourteen the upper-lower class excelled. For Response Length, at both age levels the upper-middle class scored higher; however, this difference was accentuated in the fourteen-year-old sample. For Instrumentality, at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class received the higher score. There was no Age x SES interaction in Stage I.

In Story Four for Stage III there was only one significant Age x Sex interaction, for the variable of Evaluation of Outcome. At age ten the females scored higher, while at age fourteen the males received the higher score. For Story Six in Stage III, there were nine such significant interactions. Eight of these interactions were essentially of the same nature. That is, for Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Outcome, and Coping Effectiveness, at age ten the males scored higher; while at age fourteen the females received higher scores. For Instrumentality, at both age levels the males scored higher; however, this difference in favor of the males was greater in the ten-year-old sample. There were no significant Age x Sex interactions in Stage I.

Socioeconomic Status: There were two significant social class differences in Stage III (Story Four). For Response Length the upper-middle class scored higher, while for Positive Affect Hero the upper-lower class scored higher. In Story Six (Stage III) there were eight

significant social class differences. For all but one variable, the upper-lower class excelled. These variables were Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, and Coping Effectiveness. The upper-middle class scored higher on Response Length. In Stage I, the upper-middle class scored higher on Coping Effectiveness than did the upper-lower class.

In Story Four (Stage III) there were eight significant SES x Sex interactions. All of these interactions were essentially of the same nature; that is, in the upper-lower class the males scored higher, while in the upper-middle class the females scored higher. These interactions were found for the variables of Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Coping Effectiveness and Instrumentality. In Story Six (Stage III) there were only two SES x Sex interactions. For Aid/Advice, in the upper-lower class the females scored higher, while in the upper-middle class the males received the higher scores. For Positive Affect, in the upper-lower class the males scored higher, while in the upper-middle class the females scored higher. In Stage I, there was no SES x Sex interaction.

Sex: For Story Four (Stage III) there were two significant Sex main effects. For both Outcome and Coping Effectiveness the males received the higher scores. For Story Six (Stage III) there were four significant Sex main effects. The males scored higher than the females on Implementation and Instrumentality, while the females scored higher on Negative Affect Hero and Total Affect of Hero Plus Others. In Stage I, the males scored higher on Coping Effectiveness.

Authority

In Stage III there was only one Authority story (involving a teacher), while in Stage I there were two, one involving Mother Authority (Story Ten) and the other involving Father Authority (Story Two).

Age: In Stage III there were three significant Age main effects. For Outcome, Evaluation of Outcome, and Response Length, the fourteen-year-olds scored higher than did the ten-year-olds. In the Stage I Mother Authority Story, the fourteen-year-olds scored higher on Coping Effectiveness.

In Stage III there were two significant Age x SES interactions. For both Outcome and Instrumentality, at age ten the upper-lower class scored higher, while at age fourteen the upper-middle class received the higher scores. There were no significant Age x SES interactions for either Stage I story. There were no significant Age x Sex interactions in either Stage I or Stage III.

Socioeconomic Status: In Stage III there was only one significant social class difference, for the variable of Response Length. The upper-middle class scored higher than did the upper-lower class. In Stage I, for the Father Authority story, the upper-lower class scored higher. In Stage III there were three significant SES x Sex interactions. For Outcome, in the upper-lower class the males scored higher; while in the upper-middle class the females scored higher. For Negative Affect Hero, in the upper-lower class the females scored higher, while in the upper-middle class the males scored higher. For Instrumentality, in both social classes the males scored higher; however, this difference in favor of the males was greater in the upper-middle class than in the upper-lower class. There were no SES x Sex interactions in either Stage I story.

Sex: In Stage III, there were nine significant Sex main effects in eight of which the males scored higher. Those where the males excelled were Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Coping Effectiveness, and Instrumentality. The females scored higher on Response Length. In Stage I, there were no Sex differences in either Story.

Non-Academic Task Achievement

Age: There were two significant Age main effects in Stage III. The fourteen-year-olds scored higher on both Response Length and Negative Affect Hero. There was no Age difference in Stage I. There were three significant Age x SES interactions in Stage III, all of the same nature. For Outcome, Evaluation of Outcome, and Coping Effectiveness, at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class received higher scores. There was no significant Age x SES interaction in Stage I. There was one significant Age x Sex interaction in Stage III. For Engagement, at age ten the males scored higher, while at age fourteen the females received the higher score. In Stage I there was a significant Age x Sex interaction for Coping Effectiveness. At age ten the males scored higher, while at age fourteen there was virtually no Sex difference.

Socioeconomic Status: There was one social class difference in Stage III for the variable of Response Length. Here, the upper-middle class scored higher than did the upper-lower class. In Stage I there was no social class difference. In neither Stage III nor Stage I were there significant SES x Sex interactions.

Sex: There were four significant Sex main effects in Stage III, all in the same direction. The females scored higher than the males on Response Length, Positive Affect Hero, Negative Affect Hero, and Total Affect of Hero Plus Others. In Stage I, the males scored higher on Coping Effectiveness.

TOTAL SCORES

Age

There were no common findings in both Stages I and III with respect to Age main effects on the Total Scores. There were three Age main effects in Stage III. On Engagement the ten-year-olds scored higher; while for Response Length and Negative Affect Hero, the fourteen-year-olds received the higher scores. There were seven Age main effects in Stage I, six of which were of the same nature. The fourteen-year-olds scored higher on Coping Effectiveness, Engagement, Initiation, Implementation, Affect Associated with the Problem, and Persistence. The ten-year-olds scored higher on Stance. There were three significant Age x SES interactions in Stage III, none of which were in common with Stage I findings. For Engagement, the upper-lower class scored higher at both age levels; however, this difference was greater in the fourteen than in the ten-year-old sample. For both Solver and Implementation, at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class scored higher. In Stage I, there were two significant Age x SES interactions. For Stance, the upper-lower class excelled at both age levels; however, this difference was accentuated in the fourteen-year-old sample. For Affect Associated with the Outcome, at age ten the upper-lower class scored higher, while at age fourteen the upper-middle class received higher scores.

In Stage III there were four significant Age x Sex interactions, none of which appeared in Stage I. For Initiation, at age ten the males scored higher, while at age fourteen there was virtually no Sex difference. For Solver, at age ten the males scored higher, while at age fourteen the females scored higher. For both Outcome and Coping Effectiveness, at both age levels the males scored higher; however, this difference in favor of the males was accentuated in the ten-year-old sample. In Stage I, there were two Age x Sex interactions. For Total Coping Effectiveness, at age ten the females scored higher, while at age fourteen, the males received the higher scores. For Engagement, at both age levels the males received the higher scores; however, this difference in favor of the males was accentuated in the fourteen-year-old sample.

Socioeconomic Status

There were two social class main effects in Stage III, neither of which appeared in Stage I. The upper-lower class scored higher on Engagement, while the upper-middle class scored higher on Response Length. In Stage I, there were three significant social class differences. The upper-lower class scored higher on Stance, while the upper-middle class scored higher on both Implementation and Persistence. In Stage III, there was one significant SES x Sex

interaction for Response Length. In both social classes the females socred higher; however, this difference was accentuated in the upper-lower class. There were no SES x Sex interactions in Stage I.

Sex

There was one similar Sex finding in both Stages I and III. In both studies the males scored higher on Engagement. In Stage III there were twelve additional Sex differences. The males scored higher on Stance, Initiation, Aid/Advice, Solver, Implementation, Outcome, Coping Effectiveness, and Instrumentality. The females received higher scores on Response Length, Positive Affect Hero, Negative Affect Hero, and Total Affect of Hero Plus Others. In Stage I there were three significant Sex main effects not found in Stage III. The females scored higher on Stance and Affect Associated with the Outcome, while the males scored higher on Affect Associated with the Problem.

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4
MEXICO	RAVEN	MATHEMATICS ACHIEVEMENT	READING ACHIEVEMENT	GRADE POINT AVERAGE
10 UL M	7(-) -.47	6(-) -.27	6(-) -.38	7(-) -.54
F	6(-) -.44	-.23	7(-) -.48	8(-) -.55
UM M	1(+) .76	1(+) .73	1(+) .85	3(+) .38
F	3(+) .21	7(-) -.27	-.12	1(+) .67
14 UL M	-.07	.07	-.06	-.07
F	8(-) -.55	8(-) -.88	8(-) -.85	6(-) -.49
UM M	.17	3(+) .40	2(+) .71	.00
F	2(+) .56	2(+) .52	3(+) 23	2(+) .55
AGE				
SES	L < H	L < H	L < H	L < H
SEX		M > F	M > F	
AGE-SES		10L < 10M 14L < 14M		10L < 10M 14L < 14M
AGE-SEX				
SES-SEX				LM > LF MM < MF

VARIABLES	5	6	7	8	9	10	11	12	13
MEXICO	BEHAVIOR RATING SCALE								
	Total Positive Ach. Task. Ach	Total Positive Authority	Total Positive Interper. Rela.	Total Positive Implementation	Total Positive Self-Assertion	Total Positive Initiation	Total Positive Solver	Total Positive Aggression	Total Pos. Anxiety
10 UL M	1.59	1.31	1.17	1.34	.86	1.36	1.33	1.10	.89
F	1.10	.96	.82	1.05	.67	.98	1.00	.97	.52
UM M	1.37	1.15	.97	1.17	.75	1.08	1.06	1.03	.58
F	1.15	1.06	1.18	1.12	.81	1.06	1.08	1.07	.68
14 UL M	1.15	.58	1.19	1.00	.96	1.09	.98	1.12	1.06
F	.55	.64	.70	.66	.61	.52	.61	.72	.76
UM M	.75	.66	.58	.64	.63	.70	.66	72	.58
F	.73	1.02	.68	.67	.61	.69	.64	1.06	.86
AGE	10 > 14	10 > 14	10 > 14	10 > 14		10 > 14	10 > 14		
SES									
SEX									
AGE-SES									
AGE-SEX									
SES-SEX			LM > LF MM < MF					LM > LF MM < MF	LM > LF MM < MF

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
MEXICO	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	7.96	3.34	5(-) 3.46	5.58	8(-) 6.00	8.04	7(-) 8.76	9.14	1(+) 8.10
F	8.08	3.66	4.22	4.86	6(-) 8.52	8.72	9.86	8.24	7.34
UM M	8.42	3.28	5.01	4.86	7(-) 8.38	7.76	8(-) 8.61	10.04	7(-) 5.87
F	1(+) 9.78	1(+) 5.34	7(-) 4.10	8(-) 4.26	9.02	8.28	9.84	8.68	7.56
14 UL M	8(-) 7.80	2.22	5.09	1(+) 6.36	3(+)10.22	9.18	2(+)10.12	9.64	7.78
F	8.38	3.34	5.16	5.62	1(+)10.92	8.88	10.12	9.14	2(+) 7.84
UM M	8.56	8(-) 1.68	1(+) 7.21	5.32	10.05	8.84	9.16	1(+)10.30	8(-) 5.76
F	8.58	1.96	2(+) 6.09	5.82	2(+)10.60	8.30	1(+)10.18	8(-) 8.00	6.68
AGE		10 > 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14		
SES	L < M		L < M						L > M
SEX		M < F			M < F		M < F	M > F	
AGE-SES		10L < 10M 14L > 14M							
AGE-SEX						10M < 10F 14M > 14F			
SES-SEX			LM < LF MM > MF						LM > LF MM < MF

VARIABLES	23	24	25	26	27	28	29	30
MEXICO	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	7.36	7.20	6.62	6.18	1(+) 7.32	2(+) 7.96	8(-) 6.70	7.34
F	7.27	7.12	1(+) 7.68	1(+) 7.00	6.96	5.47	6.83	7.20
UM M	8.52	6.40	6.59	6.48	5.64	1(+) 9.16	6.70	1(+) 7.34
F	6.36	5.74	7.12	5.04	6.54	7.44	7.09	6.90
14 UL M	7.32	7.38	6.76	8(-) 4.30	6.34	7(-) 4.56	7.09	6.90
F	7.08	6.78	7.30	4.86	6.92	8(-) 2.34	1(+) 7.22	8(-) 6.75
UM M	7.94	7.44	8(-) 5.90	6.08	8(-) 5.28	5.50	7.04	6.95
F	7.06	7.02	6.50	6.42	5.70	6.12	6.83	7.20
AGE				10 > 14	10 > 14	10 > 14	10 < 14	10 > 14
SES			L > M		L > M	L < M		
SEX	M > F		M < F			M > F		
AGE-SES		10L > 10M 14L < 14M		10L > 10M 14L < 14M			10L < 10M 14L > 14M	10L > 10M 14L < 14M
AGE-SEX								
SES-SEX				LM < LF MM > MF		LM > LF MM > MF		

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31 *	32 *	34 *	34	35	36 *	37	38	39	40	41	42
MEXICO	Occupational Interest						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Asp. / Father Occ.	Child Asp. / Child Occ.	Child's Occ. Asp.	Task Achievement	Authority	Aggression	Interper. Relations	Anxiety	Total Score
10 UL M	1.90	2.33	8(-) 4.31	6.62	2(=) 8.41	6(-) 1.90	.97	.92	.92	.78	8(-) .81	.88
F	8(-) 2.68	8(-) 2.68	6(-) 4.16	6.00	4(=) 7.45	8(-) 2.46	.95	.91	.93	.77	7(-) .87	.89
UM M	3(=) 1.36	2(=) 1.22	4(=) 2.04	8(-) 5.80	3(-) 6.68	2(=) 1.06	.98	.96	.89	.84	.93	.92
F	7(-) 2.34	7(-) 2.47	3(=) 2.04	6.00	8(-) [illegible]	5(-) 1.90	.99	.95	7(-) .83	.84	.91	.90
14 UL M	2(=) 1.32	2.04	5(-) 4.06	1(=) 6.72	1(=) [illegible]	3(=) 1.30	.96	.95	1(=) .96	.83	1(=) .97	.93
F	6(-) 2.04	2.22	7(-) 4.20	6.18	3(=) [illegible]	7(-) 2.04	.98	.93	2(=) .94	.78	2(=) .97	.92
UM M	1(=) 1.14	1(=) 1.14	1(=) 1.82	6.00	6(-) 6.68	1(=) 1.00	.99	.91	8(-) .82	.77	.95	.88
F	1.58	1.77	2(=) 1.92	6.15	7(-) 6.73	4(=) 1.68	.97	.94	.90	.82	.93	.91
AGE	10< 14	10< 14	10< 14		10< 14	10< 14					10< 14	
SES	L<M	L<M	L<M	L>M	L>M	L<M	L<M		L>M			
SEX	M>F	M>F			M>F	M>F						
AGE-SES						10L<10M 14L<14M		10L<10M 14L>14M		10L<10M 14L=14M	10L<10M 14L>14M	10L<10M 14L>14M
AGE-SEX			10M<10F 14M>14F		10M>10F 14M>14F							
SES-SEX		LM>LF MM>MF		LM>LF MM<MF								

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
MEXICO	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve-Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Ascribed Status
10 UL M										
F										
UM M										
F										
14 UL M	.71	1(=) .91	2(=) .66	.50	.69	4(-) .36	.68	.06	.53	3(-) .63
F	4(-) .55	.88	4(-) .50	.58	.63	.61	.62	.12	4(-) .25	4(-) .50
UM M	1(=) .34	4(-) .77	1(=) .73	1(=) .51	.69	1(=) .62	.69	.16	1(=) .34	1(=) .94
F	.80	.78	3(-) .63	4(-) .33	.66	.93	.65	.07	.43	2(=) .79
AGE										
SES		L>M				L<M			L<M	L<M
SEX	M>F		M>F							M>F
AGE-SES										
AGE-SEX										
SES-SEX								LM<LF MM>MF		

FIGURE 1

MEXICO - BLACK III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES / MEXICO	32	91	93	94	95	96	97	98	99	00
					VIEW OF LIFE					
	Confound-Avoid	Self-Initia. Other Initiation	Sel. Solver Other Solver	Self-Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	2(+).84	.59	.65	.54	.76	.75	.67	.69	.84	2(+).59
F	4(-).74	4(-).50	1(+).73	.55	.76	.75	4(-).62	.81	4(-).64	4(-).56
UM M	1(+).89	1(+).78	.57	.42	1(+).84	.74	1(+).82	1(+).88	.86	1(+).67
F	3(-).79	.55	4(-).55	.35	4(-).66	.71	.67	4(-).64	1(+).90	3(-).57
AGE										
SES		L<M	L>M	L>M			L<M		L<M	L<M
SEX	M>F	M>F			M>F		M>F			M>F
AGE-SES										
AGE-SEX										
SES-SEX								LM<LF MM>MF	LM>LF MM<MF	LM>LF MM>MF

VARIABLES / MEXICO	64	65	66	67	68	69	70	71	72
				SENTENCE COMPLETION					
				T A S K A C H I E V E M E N T					
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.35	4.60	8(-) 3.08	8(-) 1.23	8(-) 4.13	.01	.05	.93	.01
F	2.38	4.52	3.40	1.31	4.16	.03	.03	.94	01
UM M	2.35	4.79	1(+) 3.56	1.43	4.36	.01	.02	.97	.01
F	2.32	4.71	3.38	1.38	4.33	.01	.01	.96	.02
14 UL M	2.42	4.81	3.43	1.41	4.43	.01	.01	.97	.00
F	2.45	4.87	3.54	1.50	1(+) 4.53	.02	.02	.95	.01
UM M	2.50	4.69	3.49	1(+) 1.63	4.43	.02	.03	.94	.01
F	2.46	4.68	3.34	1.47	4.45	.02	.03	.95	.00
AGE	10<14			10<14	10<14				
SES				L<M					
SEX									
AGE-SES		10L<10M 14L>14M	10L<10M 14L>14M		10L<10M 14L>14M		10L>10M 14L<14M		
AGE-SEX									
SES-SEX			LM<LF MM>MF	LM<LF MM>MF					

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
MEXICO	SENTENCE COMPLETION								
	I N T E R P E R S O N A L					R E L A T I O N S			
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.57	8(-) 2.44	8(-) 1.70	8(-) .46	8(-) 3.13	1(+) .19	.13	.69	.01
F	2(+) 2.72	2.53	7(-) 1.73	7(-) .47	7(-) 3.24	.15	.17	7(-) .68	.01
UM M	2.66	3.04	1(+) 2.33	1(+) .87	3.61	.14	.11	.75	.00
F	1(+) 2.81	2.93	2.20	.78	2(+) 3.63	8(-) .06	.13	2(+) .81	.00
14 UL M	7(-) 2.49	2.71	2.10	.72	3.42	.18	.12	.71	.00
F	2.52	2.54	1.92	.60	3.40	.12	.18	.70	.00
UM M	8(-) 2.43	1(+) 3.10	2(+) 2.31	2(+) .86	1(+) 3.72	.12	8(-) .06	1(+) .82	.00
F	2.51	2.88	2.19	.78	3.46	.13	1(+) .20	8(-) .67	.00
AGE	10 > 14		10 < 14	10 < 14					
SES		L < M	L < M	L < M	L < M	L > M		L < M	
SEX	M < F					M > F	M < F		
AGE-SES			10L < 10M 14L < 14M	10L < 10M 14L < 14M	10L < 10M 14L < 14M				
AGE-SEX							10M < 10F 14M < 14F	10M < 10F 14M > 14F	
SES-SEX									

VARIABLES	82	83	84	85	86	87	88	89	90
MEXICO	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.52	7(-) 2.80	8(-) 1.62	8(-) .46	7(-) 3.00	.12	.23	.66	
F	2(+) 2.63	8(-) 2.54	1.78	.56	8(-) 2.90	8(-) .07	1(+) .39	8(-) .55	
UM M	3(+) 2.63	3.21	1.83	.68	3.20	.15	.18	.68	
F	1(+) 2.69	1(+) 3.52	1(+) 2.24	1(+) .85	2(+) 3.47	.08	.25	.68	
14 UL M	7(-) 2.33	3.30	1.76	.64	3.26	.11	.17	.73	
F	8(-) 2.32	2.94	1.77	.67	3.10	.09	2(+) .26	.65	
UM M	2.39	3.47	2.02	.71	1(+) 3.50	.13	8(-) .10	1(+) .78	
F	6(-) 2.36	2(+) 3.51	1.74	.72	3.30	1(+) .18	7(-) .13	.70	
AGE	10 > 14	10 < 14			10 < 14		10 > 14	10 < 14	
SES		L < M	L < M	L < M	L < M	L < M	L > M	L < M	
SEX				M < F			M < F	M > F	
AGE-SES				10L < 10M 14L < 14M					
AGE-SEX			10M < 10F 14M > 14F		10M < 10F 14M > 14F	10M > 10F 14M < 14F			
SES-SEX		LM > LF MM < MF							

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
MEXICO				SENTENCE COMPLETION					
				A N X I E T Y					
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.26	3.16	1.96	.58	3.3[illegible]	2(+) .17	.27	.56	8(-) .00
F	2.30	3.43	2.05	.58	8(-) 3.23	1(+) .19	.26	8(-) .53	.01
UM M	2.24	3.46	1.96	.38	3.31	.06	.23	.68	.03
F	2.24	3.49	2.15	.64	3.41	.08	.19	.71	.03
14 UL M	2.46	3.63	1(+) 2.45	1(+) .95	3.67	8(-) .03	.23	1(+) .72	.01
F	2.42	3.54	2.17	.72	3.46	.11	.23	.64	.02
UM M	2.44	3.72	2.16	.75	1(+) 3.71	.06	.16	.71	1(+) .07
F	2.40	3.36	8(-) 1.75	8(-) .46	3.35	7(-) .05	.23	.68	.03
AGE	10 < 14			10 < 14	10 < 14	10 > 14		10 < 14	
SES			L > M	L > M		L > M	L > M	L < M	L < M
SEX				M > F	M > F				
AGE-SES			10L = 10M 14L > 14M	10L < 10M 14L > 14M		10L > 10M 14L > 14M		10L < 10M 14L < 14M	
AGE-SEX			10M < 10F 14M > 14F	10M < 10F 14M > 14F					
SES-SEX									

VARIABLES	100	101	102	103	104	105	106	107
MEXICO				SENTENCE COMPLETION				
				A G G R E S S I O N				
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	3.09	2(+) 2.05	.41	3.09	.31	1(+) .12	.57	
F	3.08	1(+) 2.29	1(+) .48	1(+) 3.52	8(-) .19	.11	.70	
UM M	1(+) 3.42	3(+) 1.96	.41	3.35	.35	.02	.63	
F	3.09	1.96	2(+) .46	3.52	.20	.07	1(+) .73	
14 UL M	2.84	6(-) 1.45	.23	3.20	.27	.05	.68	
F	8(-) 2.44	1.60	.26	3.06	.29	.06	.65	
UM M	3.32	8(-) 1.12	8(-) .08	8(-) 2.89	1(+) .31	8(-) .00	8(-) .49	
F	2.61	7(-) 1.30	7(-) .17	3.03	.32	.05	.63	
AGE	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14		
SES	L < M	L > M			L < M	L > M		
SEX	M > F				M > F		M < F	
AGE-SES							10L < 10M 14L > 14M	
AGE-SEX								
SES-SEX								

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES / MEXICO	108	109	110	111	112	113	114	115	116
	SENTENCE COMPLETION TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.47	7(-) 3.15	8(-) 2.03	8(-) .62	8(-) 3.30	1(+) .15	.16	.69	.00
F	2(+) 2.57	8(-) 3.14	2.19	7(-) .67	7(-) 3.34	.12	1(+) .21	8(-) .67	.00
UM M	2.54	3.54	2.32	.82	3.58	.13	.12	.75	.01
F	1(+) 2.60	2(+) 3.54	1(+) 2.39	2(+) .85	2(+) 3.66	8(-) .08	.14	1(+) .78	.01
14 UL M	8(-) 2.41	3.44	2.24	.81	3.56	.11	.12	.76	8(-) .00
F	7(-) 2.43	3.26	2.20	.77	3.49	.11	.16	.72	.01
UM M	2.44	1(+) 3.63	2.29	1(+) .85	1(+) 3.69	.14	8(-) .07	.77	1(+) .01
F	2.44	3.43	2.10	.76	3.53	.13	.14	.73	.01
AGE	10 > 14			10 < 14	10 < 14		10 > 14		
SES		L < M	L < M	L < M	L < M		L > M	L < M	L < M
SEX	M < F					M > F	M < F		
AGE-SES			10L < 10M 14L > 14M	10L < 10M 14L < 14M	10L < 10M 14L < 14M	10L > 10M 14L < 14M		10L < 10M 14L = 14M	
AGE-SEX			10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F				
SES-SEX									

VARIABLES / MEXICO	117	118	119	120	233
	SENTENCE COMPLETION TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2.69	2(+) 2.77	1(+) 2.76	2(+) 2.69	-.17
F	2.54	1(+) 2.78	2.68	2.64	7(-)-.32
UM M	2.59	2.64	2.64	2.59	2(+) .71
F	2.80	3(+) 2.72	2(+) 2.75	1(+) 2.77	-.22
14 UL M	2.56	2.44	2.48	2.52	-.004
F	2.45	6(-) 2.41	8(-) 2.43	2.42	8(-)-1.00
UM M	2.48	8(-) 2.36	7(-) 2.44	8(-) 2.39	1(+) .76
F	2.50	7(-) 2.36	2.45	7(-) 2.41	.24
AGE	10 > 14	10 > 14	10 > 14	10 > 14	
SES		L > M			L < M
SEX					M > F
AGE-SES					
AGE-SEX					
SES-SEX	LM > LF MM < MF			LM > LF MM < MF	

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES MEXICO	121	122	123	124	125	126	127	128	129
	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.83	1.74	2.74	1.76	2.54	2.50	1(+) 2.65	2.24	23.67
F	1.82	1(+) 1.82	2.73	1.80	2.55	2.51	2.49	2.16	23.31
UM M	1.80	1.76	2.72	1.70	2.62	2.44	2.56	2.14	23.38
F	1.52	1.54	2.34	1.50	2.34	2.30	8(-) 2.18	2.12	20.86
14 UL M	1.79	2(+) 1.79	2.72	1.70	2.53	2.45	2.55	2.09	23.17
F	1.76	1.76	2.76	1.74	2.76	2.70	2.58	2.28	23.82
UM M	1.54	7(-) 1.36	2.42	1.54	2.40	2.36	2.40	1.90	21.22
F	1.52	8(-) 1.26	2.26	1.48	2.34	2.24	2.36	1.98	20.72
AGE		10 > 14							
SES	L > M	L > M	L > M	L > M			L > M	L > M	L > M
SEX									
AGE-SES		10L > 10M 14L > 14M							
AGE-SEX									
SES-SEX									

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VARIABLES MEXICO	130	131	132	133	134	135	136	137	138
	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	8(-)47.80	.17	.09	.41	.98	1.94	1 88	2.60	1.92
F	7(-)54.10	.16	.08	.39	.94	1.94	1.94	7(-) 2.44	1.94
UM M	59.34	8(-) .00	.14	.26	1.02	1(+) 2.00	1.96	2(+) 2.86	1.94
F	66.92	1(+) .32	.10	.58	.84	2.00	1(+) 1.98	2.68	1.92
14 UL M	59.34	.17	.13	.45	1.00	1.96	1.94	2.47	1.96
F	63.24	.22	.14	.54	.92	8(-) 1.78	8(-) 1.72	8(-) 2.36	1.82
UM M	2(+)77.48	.12	.16	.46	.86	1.96	1.88	2.72	1.96
F	1(+)78.53	.12	.26	.56	.82	2.00	1.92	1(+) 2.88	1.88
AGE	10 < 14						10 > 14		
SES	L < M								
SEX		M < F			M > F	L < M	L < M	L < M	
AGE-SES									
AGE-SEX									
SES-SEX						LM > LF MM < MF			

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
MEXICO	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	2.21	1.96	2.63	2.25	23.10	8(-)59.35	.27	.15	.52	1.10
F	2.22	2.00	2.72	2.44	23.44	67.64	.30	.16	.82	1.08
UM M	1(+) 2.66	2.12	2.60	8(-) 2.24	24.30	74.70	.26	.26	.82	1.30
F	2.38	2.16	2.50	2.56	24.00	71.28	.44	.28	1.14	1.32
14 UL M	2.29	1(+) 2.18	2.65	2.43	23.71	65.84	.29	.24	.86	1.18
F	8(-) 2.02	8(-) 1.88	2.56	1(+) 2.58	8(-)22.42	71.30	.34	.24	.80	1.12
UM M	2.38	2.14	2.54	2.50	24.00	1(+)84.34	.22	.30	.62	1.32
F	2.56	2.04	2.74	2.58	1(+)24.66	76.62	.38	.34	1.20	1.28
AGE				10 < 14		10 < 14				
SES	L < M	L < M			L < M	L < M				L < M
SEX		M > F		M < F			M < F		M < F	
AGE-SES										
AGE-SEX		10M < 10F 14M > 14F								
SES-SEX						LM < LF MM > MF				

VARIABLES	149	150	151	152	153	154	155	156	157
MEXICO	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.77	1.08	1.77	1.10	1.46	8(-) 1.29	2.21	2.38	17.44
F	8(-) 1.61	1.18	1.88	1.16	1.51	1.45	8(-) 2.10	2.20	17.73
UM M	1(+) 1.96	1.52	2.42	1.44	2.16	1(+) 2.24	2.44	1(+) 2.40	21.46
F	1.80	1.28	2.00	1.24	1.88	1.88	2.40	2.26	19.72
14 UL M	1.94	1.27	2.00	1.22	1.76	1.63	1(+) 2.55	2.12	19.04
F	1.86	1.30	2.08	1.24	1.82	1.72	2.54	8(-) 2.06	19.38
UM M	1.88	1.04	1.76	1.12	1.66	1.66	2.48	2.08	18.06
F	1.86	1.26	2.12	1.30	1.94	1.90	2.52	2.32	19.90
AGE	10 < 14						10 < 14	10 > 14	
SES					L < M	L < M			
SEX	M > F								
AGE-SES	10L < 10M 14L > 14M	10L < 10M 14L > 14M			10L < 10M 14L < 14M	10L < 10M 14L < 14M	10L < 10M 14L > 14M		10L < 10M 14L > 14M
AGE-SEX								10M > 10F 14M < 14F	
SES-SEX									

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
MEXICO	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	8(-) 63.50	.06	.58	1.40	.81	1(+) 1.89	1(+) 1.89	1(+) 2.96	1(+) 1.72
F	7(-) 69.63	.10	.61	1.43	.80	1.80	1.78	2.76	2(+) 1.59
UM M	76.84	.08	8(-) .42	8(-) 1.04	1.06	1.78	1.76	2.62	1.44
F	70.28	.08	.48	1.24	.98	1.78	1.72	2.70	1.52
14 UL M	70.84	.02	.63	1.29	.84	1.82	2(+) 1.80	2.76	1.48
F	78.00	.06	.46	1.34	.84	8(-) 1.42	8(-) 1.32	8(-) 2.12	7(-) 1.12
UM M	1(+) 84.38	.02	1(+) .82	1(+) 1.80	.78	1.66	7(-) 1.38	2.34	8(-) 1.08
F	2(+) 83.50	.00	.68	1.34	.88	1.74	1.58	2.68	1.48
AGE	10 < 14	10 > 14	10 < 14			10 > 14	10 > 14	10 > 14	10 > 14
SES	L < M								
SEX									
AGE-SES			10L > 10M 14L < 14M	10L > 10M 14L < 14M					
AGE-SEX									
SES-SEX	LM < LF MM > MF					LM > LF MM < MF	LM > LF MM < MF	LM > LF MM < MF	LM > LF MM < MF

VARIABLES	167	168	169	170	171	172	173	174	175	176
MEXICO	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	1(+) 2.68	1(+) 2.68	2.15	1.85	1(+)23.34	8(-)73.53	.26	.60	1.02	1(+) 1.38
F	2.20	2.20	2.02	1.92	21.55	81.98	.29	.65	1.31	1.24
UM M	2.40	2.46	1(+) 2.48	1.68	22.38	82.42	.22	.54	1.02	1.28
F	2.44	2(+) 2.50	2.08	1.82	21.88	79.96	.16	.62	.96	1.20
14 UL M	2.26	2.36	2.34	1.74	22.10	78.94	.28	.56	.90	1.18
F	8(-) 1.74	8(-) 1.74	1.92	1.64	8(-)17.78	85.06	.16	.86	1.02	8(-) .78
UM M	1.94	7(-) 1.82	2.24	1.74	19.54	91.58	.08	.64	.78	.94
F	2.24	2.24	8(-) 1.90	1.62	20.62	1(+)93.24	.14	.76	.96	1.14
AGE	10 > 14	10 > 14		10 > 14	10 > 14	10 < 14				10 > 14
SES						L < M	L > M			
SEX			M > F		M > F					
AGE-SES										
AGE-SEX				10M < 10F 14M > 14F						
SES-SEX	LM > LF MM < MF	LM > LF MM < MF			LM > LF MM < MF					LM > LF MM < MF

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
MEXICO	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	2.07	2.13	2.39	1.91	20.74	8(-)72.20	1(+) .22	.41	.91	1.22
F	1.66	1.64	2.21	2.11	19.21	75.77	.06	.53	1.19	7(-) .98
UM M	2.12	2.12	2.52	1.90	21.80	7(-)72.92	.06	8(-) .30	.50	2(+) 1.46
F	1.62	1.50	8(-) 2.02	1.82	8(-)16.68	76.70	.12	.54	.88	8(-) .96
14 UL M	2.22	1(+) 2.24	2.36	1.96	22.12	79.84	.02	.60	.70	1(+) 1.62
F	1(+) 2.49	2.04	1(+) 2.63	2.06	1(+)22.98	85.90	.04	.73	.94	1.31
UM M	8(-) 1.40	8(-) 1.50	2.16	1.94	18.32	2(+)91.48	8(-) .02	.54	.66	1.18
F	1.72	1.84	2.40	2.10	20.30	1(+)94.70	.06	1(+) .92	1.26	1.36
AGE					10 < 14	10 < 14	10 > 14	10 < 14		10 < 14
SES	L > M	L > M			L > M	L < M				
SEX		M > F						M < F	M < F	M > F
AGE-SES	10L = 10M 14L > 14M					10L < 10M 14L < 14M				10L < 10M 14L > 14M
AGE-SEX	10M > 10F 14M < 14F	10M > 10F 14M < 14F	10M > 10F 14M < 14F		10M > 10F 14M < 14F					10M > 10F 14M > 14F
SES-SEX							LM > LF MM < MF			

VARIABLES	205	206	207	208	209	210	211	212	213
MEXICO	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.94	1.96	2.85	1.13	2.79	2.13	2.81	2.66	24.32
F	1.82	1.80	2.62	1.02	2.62	2.00	2.74	2.66	23.34
UM M	1.98	1.98	2.96	1.14	2.86	2.26	2.96	1(+) 2.84	25.34
F	1.88	1.86	2.80	1.12	2.80	2.22	2.82	2.67	24.49
14 UL M	1.88	1.82	2.76	1.18	2.72	2.24	2.88	2.70	24.66
F	1.90	1.88	2.77	1.10	2.69	2.15	2.92	2.69	24.38
UM M	1.84	1.82	2.76	1.26	2.64	2.26	2.70	2.56	23.94
F	1.84	1.84	2.80	1.18	2.65	2.12	2.76	8(-) 2.45	23.88
AGE									
SES									
SEX									
AGE-SES							10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M
AGE-SEX		10M > 10F 14M < 14F							
SES-SEX									

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
MEXICO	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1.82	1.82	2.73	1.36	2.09	2.67	2.38	2.13	22.67
F	1.76	1.74	2.64	1.14	1.86	2.56	2.30	1.92	21.72
UM M	1.88	1.88	2.82	1.28	2.52	2.74	2.28	2.06	23.30
F	1.64	1.62	2.52	1.12	2.04	2.50	2.24	1.94	20.90
14 UL M	1.88	1.78	2.88	1(+) 1.47	2.53	2.76	2.53	2.12	1(+)23.86
F	1.54	1.54	2.40	8(-) 1.04	1.94	2.34	8(-) 2.14	2.10	8(-)20.24
UM M	1.80	1.80	2.84	1.32	2.34	2.74	2.52	2.22	23.60
F	1.82	1.74	2.84	1.20	2.34	2.74	1(+) 2.78	2.14	23.84
AGE							10< 14	10< 14	
SES									
SEX	M>F	M>F	M>F	M>F	M>F	M>F			M>F
AGE-SES							10L>10M 14L<14M		
AGE-SES									
SES-SEX							LM>LF MM<MF		

VARIABLES	186	187	188	189	190	191	192	193	194
MEXICO	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	8(-)63.82	.07	.13	.20	1.29	1.50	1.50	2.43	1.20
F	77.70	.06	.28	.34	1.48	1.53	1.49	2.23	1.15
UM M	74.50	.06	.32	.38	1(+) 1.56	1.64	1.62	2.64	1.24
F	73.42	.10	.22	.34	8(-) 1.04	8(-) 1.12	8(-) 1.06	8(-) 1.76	8(-) .80
14 UL M	76.76	.06	.16	.24	1.33	1.82	1.72	2.76	1.02
F	76.94	.10	.38	.52	7(-) 1.06	1(+) 1.86	1(+) 1.86	1(+) 2.88	1(+) 1.27
UM M	79.56	.06	.32	.38	2(+) 1.50	1.42	1.34	2.28	.92
F	1(+)86.14	.10	.30	.40	1.44	1.54	1.46	2.52	.90
AGE	10< 14					10< 14	10< 14	10< 14	
SES	L< M					L>M	L>M	L>M	L>M
SEX	M<F				M>F				
AGE-SES					10L>10M 14L<14M				
AGE-SEX						10M>10F 14M<14F	10M>10F 14M<14F	10M>10F 14M<14F	10M>10F 14M<14F
SES-SEX			LM<LF MM>MF		LM>LF MM>>MF				LM<LF MM>MF

FIGURE 1
MEXICO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
MEXICO	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	Mean Stance	Mean Engagement	Mean Initiation	Mean Aid/Advice
10 UL M	8(-)60.30	.13	.11	.32	1.26	1.81	1.68	2.56	1.45
F	79.10	1(+) .40	.16	.76	1.18	1.75	1.68	2.47	1.60
UM M	7(-)70.00	8(-) .10	.10	8(-) .30	1.40	1.86	1(+) 1.78	1(+) 2.72	1.45
F	72.78	.29	.20	.53	1.51	8(-) 1.67	1.58	8(-) 2.40	1.32
14 UL M	76.74	.16	.22	.46	1.56	1(+) 1.87	1.73	2.62	1.43
F	2(+)83.56	.29	.33	.77	1.35	1.73	1.62	2.48	1.34
UM M	80.86	.24	.10	.46	1.40	1.73	8(-) 1.52	2.44	1.31
F	1(+)94.82	.31	.31	1(+) .80	1.45	1.76	1.58	2.58	1.35
AGE	10 < 14		10 < 14				10 > 14		
SES	L < M						L > M		
SEX	M < F	M < F	M < F	M < F		M > F	M > F	M > F	M > F
AGE-SES							10L > 10M 14L >> 14M		
AGE-SEX								10M > 10F 14M = 14F	
SES-SEX									

VARIABLES	223	224	225	226	227	228	229	230	231	232
MEXICO	STORY COMPLETION									
	Mean Solver	Mean Implementation	Mean Outcome	Mean Evaluation of Outcome	Mean Coping Effectiveness	Mean Response Length	Mean Positive Affect Hero	Mean Negative Affect Hero	Mean Total Affect Hero & Others	Mean Instru-mentality
10 UL M	2.24	2.17	2.45	2.20	22.05	8(-)63.06	.17	.30	.69	1.14
F	8(-) 2.09	8(-) 2.06	2.37	2.20	21.49	7(-)72.14	.20	.35	.89	1.10
UM M	1(+) 2.48	1(+) 2.34	1(+) 2.55	2.18	1(+)23.14	74.39	.11	8(-) .30	8(-) .62	1(+) 1.30
F	2.21	2.15	8(-) 2.32	2.17	8(-)21.19	73.05	.21	.35	.81	1.12
14 UL M	2.33	2.26	2.55	2.16	22.63	72.41	.14	.36	.69	1.24
F	2.21	2.08	2.47	2.20	21.56	77.70	.17	.45	.85	8(-) 1.05
UM M	2.11	2.07	2.44	2.13	21.24	2(+)84.24	.11	.41	.74	1.14
F	2.25	2.16	2.49	2.17	21.98	1(+)86.80	.16	1(+) .51	1(+) .93	1.19
AG										
AGE						10 < 14		10 < 14		
SES						L < M				
SEX	M > F	M > F	M > F		M > F	M < F	M < F	M < F	M < F	M > F
AGE-SES	10L < 10M 14L > 14M	10L < 10M 14L > 14M								
AGE-SEX	10M > 10F 14M < 14F		10M >> 10F 14M > 14F		10M >> 10F 14M > 14F					
SES-SEX						LM < LF MM < MF				

FIGURE 2
MEXICO - STAGE III

MEXICO

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	U.L.F.	U.M.M.	U.M.F.	14 Year Olds U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Intell.S. 9.27	Success 10.45	Intell.S. 9.72	Success 9.51	Creat. 9.78	Intell.S. 10.00	Creat. 9.14	Intell.S. 9.86	Creat. 10.04	Intell.S. 9.84	Success 10.22	Success 10.92	Creat. 10.30	Success 10.60
2.	Creat. 9.03	Intell.S. 9.90	Success 9.42	Intell.S. 9.45	Success 9.16	Success 9.77	Intell.S. 8.76	Self-Sat. 8.72	Father 9.16	Altruism 9.78	Intell.S. 10.12	Intell.S. 10.12	Success 10.05	Intell.S. 10.18
3.	Altruism 8.56	Creat. 9.27	Creat. 9.04	Creat. 9.26	Intell.S. 9.16	Altruism 8.71	Security 8.10	Success 8.52	Intell.S. 8.61	Success 9.02	Creat. 9.64	Creat. 9.14	Intell.S. 9.16	Altruism 8.58
4.	Success 8.48	Self-Sat. 8.80	Self-Sat. 8.71	Altruism 8.83	Self-Sat. 8.45	Self-Sat. 8.55	Self-Sat. 8.04	Creat. 8.24	Prestige 8.52	Creat. 8.68	Self-Sat. 9.18	Self-Sat. 8.88	Self-Sat. 8.84	Self-Sat. 8.30
5.	Self-Sat. 8.20	Altruism 8.33	Altruism 8.06	Self-Sat. 8.30	Altruism 8.18	Creat. 8.52	Success 8.00	Altruism 8.08	Altruism 8.42	Self-Sat. 8.28	Altruism 7.80	Altruism 8.38	Altruism 8.54	Creat. 8.00
6.	Father 7.51	Prestige 7.33	Security 7.77	Prestige 7.47	Prestige 7.78	Security 7.36	Altruism 7.96	Surround. 7.68	Success 8.38	Security 7.56	Security 7.78	Security 7.84	Prestige 7.94	Prestige 7.06
7.	Prestige 7.37	Economic 7.16	Prestige 7.23	Father 7.06	Economic 7.11	Surround. 7.15	Father 7.96	Security 7.34	Self-Sat. 7.76	Father 7.44	Economic 7.36	Surround. 7.30	Economic 7.44	Economic 7.02
8.	Security 7.22	Surround 6.62	Economic 7.12	Economic 6.65	Security 6.88	Prestige 6.92	Prestige 7.36	Prestige 7.27	Surround 6.59	Surround. 7.12	Prestige 7.32	Prestige 7.00	Indep. 7.21	Security 6.68
9.	Surround. 7.00	Variety 6.07	Surround 7.09	Surround. 6.53	Father 6.80	Economic 6.67	Variety 7.32	Economic 7.12	Assoc. 6.48	Variety 6.54	Surround. 6.76	Variety 6.92	Assoc. 6.08	Surround. 6.50
10.	Economic 6.62	Security 7.02	Variety 6.89	Security 6.47	Surround 6.47	Variety 6.53	Economic 7.20	Assoc. 7.00	Economic 6.40	Prestige 6.36	Manage. 6.36	Economic 6.78	Surround. 5.90	Assoc. 6.42
11.	Variety 6.62	Indep. 5.86	Manage. 5.61	Assoc. 6.01	Variety 6.15	Assoc. 5.83	Surround. 6.62	Variety 6.96	Security 5.87	Economic 5.74	Variety 6.36	Manage. 5.62	Security 5.76	Father 6.12
12.	Assoc. 6.18	Manage. 5.78	Assoc. 5.59	Variety 5.79	Assoc. 5.76	Father 5.39	Assoc. 6.18	Father 5.47	Variety 5.64	Esthet. 5.24	Indep. 5.00	Indep. 5.16	Father 5.50	Indep. 5.08
13.	Manage. 4.89	Assoc. 5.42	Father 5.13	Indep. 5.60	Manage. 5.53	Manage. 5.14	Manage. 5.58	Manage. 4.86	Indep. 5.01	Assoc. 5.04	Father 4.56	Assoc. 4.86	Manage. 5.32	Manage. 5.82
14.	Indep. 4.20	Father 4.68	Indep. 4.46	Manage. 5.06	Indep. 5.17	Indep. 4.89	Indep. 3.46	Indep. 4.22	Manage. 4.84	Manage. 4.26	Assoc. 4.30	Esthet. 3.54	Variety 5.28	Variety 5.70
15.	Esthet. 3.88	Esthet. 2.35	Esthet. 3.19	Esthet. 3.04	Esthet. 2.63	Esthet. 3.60	Esthet. 3.34	Esthet. 3.06	Esthet. 3.28	Indep. 4.10	Esthet. 2.22	Father 2.54	Esthet. 1.68	Esthet. 1.94

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

MEXICO

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

Data from both studies supported this hypothesis, as the upper-middle class children had significantly higher Educational Aspirations than did the upper-lower class children. Thus, the hypothesis was completely verified.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was completely verified in both Stages I and III, as the upper-middle class children scored significantly higher than the upper-lower class children on the Raven and on all Achievement measures.

> Females will have higher Achievement scores than will males.

This hypothesis was not supported by Stage III data as males scored higher than females on two of the four Achievement measures. In Stage I the hypothesis was also unverified as males also scored significantly higher than females on two of the four measures. Thus, the hypothesis was rejected for Mexican children.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectation than will upper-lower class children.

This hypothesis was verified in both studies where the upper-middle class scored significantly higher than did the upper-lower class.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis was also verified in both studies, as the upper-middle class children scored significantly higher on both occasions than did the upper-lower class children.

Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was verified in both studies where the upper-lower class children had, in both instances, significantly greater discrepancy scores than did the upper-middle class children.

Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values, six showed significant social class differences in Stage III. In Stage I, twelve showed significant social class differences. Because of the relatively poorer Stage III findings, one must conclude that this hypothesis was only moderately supported with the upper-middle class in both studies preferring Altruism, Independence, and Follow Father, and the upper-lower class preferring Variety in both studies.

Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis must be rejected as in neither study was there a significant social class difference in the Total Extrinsic score.

Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified in both studies as males had significantly higher Occupational Expectations than did females.

Males will have a higher objective Occupational Aspiration than will females.

This hypothesis was verified in both studies as males had significantly higher Occupational Aspiration scores than did females.

Males will prefer different Occupational Values than will females.

Of the fifteen Stage III Occupational Values, seven showed significant Sex differences. In Stage I, ten of the fifteen values showed significant Sex differences. Again, due to the relatively poorer Stage III findings, the hypothesis can only be tentatively accepted. In both studies females preferred Esthetics, Success, Intellectual Stimulation, and Surroundings; while males preferred Creativity and Follow Father.

Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was not verified in Stage III as there were no significant Sex differences in the Intrinsic score. It was verified, however, in Stage I. Thus, support for the hypothesis was considered questionable.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was not verified in Stage III as there were no significant Sex differences in the Total Extrinsic score. However, it was verified in Stage I. Thus, support for the hypothesis was considered to be questionable.

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

In the Stage III Social Attitudes inventory, two of the six scales showed significant social class differences. In Stage I, two of the four scales showed significant social class differences. Thus, the hypothesis was partially verified by Social Attitudes Inventory.

Turning next to the Sentence Completion, of the forty-eight Coping Style measures, twenty-eight showed significant social class differences. However, in Stage I, of the thirty-two variables, only six showed significant social class differences. This, of course, considerably moderated the quite strong Stage III findings.

On the Story Completion, of the one hundred four variables, twenty-four showed significant social class differences. In Stage I Story Completion there were five social class differences out of a possible nine. Thus, there was fair verification for the hypothesis with Story Completion data. Overall, Mexican data gave only partial support to this hypothesis.

Males will demonstrate a different style of coping than will females.

Looking first at Sentence Completion data, out of forty-eight Coping Style variables, thirteen showed significant Sex differences in Stage III. In Stage I, out of thirty-two Coping Style variables, eighteen of them showed significant Sex differences. Thus there was, overall, very moderate support for the hypothesis across the two studies utilizing Sentence Completion data.

Looking next at the Social Attitudes Inventory, in Stage III there were no significant Sex differences, and in Stage I, two of the four scales showed significant Sex differences. Thus, Social Attitudes Inventory data did not lend adequate support to the hypothesis.

Turning finally to the Story Completion instrument, out of one hundred four variables, thirty-six showed significant Sex differences in Stage III. In Stage I, four of the nine Coping Style variables showed significant Sex differences. Thus, Story Completion data lent fairly good overall support to the hypothesis. Considering data from all three instruments, only moderate support for the hypothesis was found.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

The only even partially consistent Sentence Completion finding was that for two of five areas, males scored higher on Hostile Affect and females scored higher on Depressive Affect in Stage III. In Stage I males tended to score higher on Stance and Neutral Affect, and females scored higher on Negative Affect.

Turning finally to the Story Completion, of the various coping styles, only three showed any degree of consistency. The males scored higher than the females on three occasions on Instrumentality and Implementation while females scored higher on three occasions on Total Affect and on Positive Affect. In Stage I, consistency in Story Completion Coping Style dimensions could not be tested since only summary Coping Style scores were used. The overall findings supported only the partial consistency of the Affect dimensions. For most of the remainder of the dimensions the hypothesis must be rejected.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall Coping behavior than will upper-lower class children.

Looking first at the Sentence Completion, of the six Coping Effectiveness measures, three showed significant differences in favor of the upper-middle class.

On the Story Completion, out of eight Coping Effectiveness scores, one favored the upper-middle class and two favored the upper-lower class. Thus, there was marginal support for the hypothesis from the Sentence Completion and virtually no support from the Story Completion. In Stage I, on three of the six Sentence Completion scales, again, the upper-middle class children excelled, but on the Story Completion the upper-middle class children excelled only on one story. Thus, in Stage I, out of a total of fifteen Coping Effectiveness measures, the upper-middle class excelled on only four of them. Stage I data did not lend additional support to the hypothesis and it was rejected.

MEXICO INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and Achievement Criterion measures.

From the data relating to Hypothesis 1 it can be seen that of twelve possible correlations, twelve were not only significant, but substantial. In Stage I when only three of the variables were studied for their intercorrelations, five out of the six were significantly and substantially correlated. Although the number of cases in Stage III was only half that of Stage I, the correlations tended to be slightly higher, and, in one case, appeared in this stage while not present in Stage I. Such a case was that of Reading and Mathematics, which in Stage I did not correlate at all and in Stage III correlated .62 at ten years of age. In the correlation matrix relating to Hypothesis 1 one can see that the correlations were consistently slightly greater at ten than at fourteen years of age. In Stage I, Reading was a better predictor than Mathematics of the GPA, while in Stage III all three, Aptitude, Mathematics and Reading, were pretty much equal and quite good in their prediction of GPA. The largest correlations occurred at ten and at fourteen between Reading and Mathematics with .62 at ten and .57 at fourteen.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

As can be seen from a perusal of the data relating to Hypothesis 2, this hypothesis is true for some of the BRS measures, for others it is only partially true, and there is one for which it is largely untrue.

In general, the hypothesis tends to be true more at the ten-year-old than at the fourteen-year-old level. This is true not only because the number of correlations was greater for the ten-year-olds, but because the strength of the correlations was also generally higher -- with a few exceptions -- at age ten than at age fourteen.

The largest intercorrelations occurred between the BRS Task Achievement and GPA with .44 at ten and .51 at fourteen and between BRS Item 7, Initiation, and GPA with .43 and .50 at the two respective ages. Anxiety BRS should be singled out, since this was the only BRS response in which the hypothesis was not only untrue, but it was reversed in the relationship at ten between Anxiety and Mathematics -.22, between Anxiety and GPA -.25 at ten and -.30 at fourteen. On Self-Assertion, only one of the six possible intercorrelations was significant at the ten-year-old level. It was between Reading and Self-Assertion.

Summary and Interpretation

The results of Stage III for Aptitude and Achievement are considered to be more reliable than those for Stage I. However, even in Stage I the hypothesis that was true and substantial for five out of six possible correlations, in Stage III it was true, and generally slightly more substantial in twelve out of twelve possible correlations. It is good to know that in Mexico one can to a fair extent predict Aptitude, Mathematics Achievement and GPA through a simple reading test, and that this is particularly so at ten years of age with .59 for Aptitude, .62 for Mathematics and .58 for GPA. True it is, on the average, that no more than thirty-six percent of the variance can be accounted for by a reading test, but these results are not significantly lesser than those that I have been able to see for the United States in this very same study. The added fact that the objective Mathematics and Aptitude tests did correlate also substantially with GPA in Mexico permits one to reassure oneself that, after all, the giving of grades in Mexico is not half so bad as one is often left to strongly believe. It has been seen that the relationship between the BRS and the Achievement measures was not generalized. It is true across the board for BRS Task Achievement, BRS Implementation and BRS Initiation. The best predictor of Achievement was the BRS Task Achievement. Its highest correlation was .51 at fourteen with GPA. For BRS Authority the hypothesis was true at ten, but only for Reading and GPA at fourteen. The hypothesis was true for BRS Interpersonal Relations at ten but only for GPA at fourteen. The hypothesis was generally not true for Self-Assertion, except at ten with Reading. The hypothesis was generally true with the BRS Item 8, Solver, except for Mathematics at fourteen. The hypothesis for the ability to handle aggression was generally true, except at fourteen with Reading.

It is interesting that the behavior patterns assessed by the BRS did have correlations with Achievement. Although the measures of achievement-directed behavior such as Task Achievement, Initiation, Implementation and Solver are somewhat more important, it is important to realize that knowing how to deal with Authority has such good correlations at age ten, and significant correlations at age fourteen with Achievement, and that Interpersonal Relations is such a good correlator of GPA at age ten. It is also interesting to see that to know how to deal with aggression is generally a good correlator with Achievement. The fact that Self-Assertion did not correlate almost at all with Achievement and that Anxiety correlated negatively, together with the other results might lead one to say that in Mexico one will succeed if he works hard at his studies, if he knows how to deal with authority and carry on well with interpersonal relations, but that he will not do so well if he is self-assertive and somewhat fearless. In a paper I once made this statement: "A boy should be 'muy macho' but not so much as his father." Here, apparently, we can add, "but not so much as his teacher."

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

The results that can be observed in the correlation matrix relating to Hypothesis 3 are very similar to those obtained in Stage I, although only twenty rather than twenty-nine out of fifty-six possible correlations were significant. Six of these correlations were positive and fourteen were negative. Five of these positive correlations occurred between the same variables as they did in Stage I, that is to say, between Self-Satisfaction and Altruism, Intellectual Stimulation and Creativity, and Variety with Intellectual Stimulation and Creativity. Most of the negative correlations also occurred between the same values as in Stage I. Also, as in Stage I, there was not a definite trend to favor the ten- or the fourteen-year-olds for the occurrence of correlations but, generally, the correlations in Stage III tended to be smaller, which may be due to the fact that the N was half as large as that of Stage I.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

In the data relating to Hypothesis 4 only twenty-four out of forty-three possible correlations were significant. Again, like in the previous hypothesis, and as in Stage I, eighteen of these correlations went against the hypothesis and only six went with it. Five of these six were correlations between exactly the same variables as in Stage I, that is, a correlation between Economic Returns and Security, a substantial correlation between Economic Returns and Prestige, and a substantial correlation between Associates and Surroundings. The negative correlations also occurred pretty much in the same variables in Stage I and in Stage III. There were no differences between the ten- and fourteen-year-olds as regards the number of correlations that were significant, and the size of the correlations was pretty much the same as in Stage I.

Hypothesis 5: There will be negative relationships among the Intrinsic and the Extrinsic Occupational Values.

From the one hundred forty-four possible correlations in the correlation matrix for Hypothesis 5, eighty-three were significantly different from zero. Of these, twelve were positive correlations and seventy were negative correlations. Although with a slightly smaller number of intercorrelations, these results pretty much mirrored those obtained in Stage I. There were, as in Stage I, a few moderately high negative relationships between certain Extrinsic and certain Intrinsic values.

Thus, there were moderately high negative correlations between Altruism, Prestige and Economic Returns. These negative correlations fluctuated from -.24 to -.38, others between Self-Satisfaction in the Job

and Prestige and Economic Returns fluctuating from -.24 to -.37. These moderately high correlations were constant in the two stages. There was not, however, as there was in Stage I, a moderately strong intercorrelation between Intellectual Stimulation and Economic Returns, but there were similar negative correlations ranging from -.14 to -.33 between Creativity on the one hand and Surroundings and Associates on the other.

On the other hand, the main results between each one of the values and the Total Extrinsic and the Total Intrinsic scores went very much along with what we had to say in Stage I, that is to say, there were some values that might be considered as forming a genuine part of either an Intrinsic or an Extrinsic value in Mexico. Thus, there were moderate to somewhat strong negative relationships ranging from -.24 to -.50 between Security, Prestige and Economic Returns on the one side and the Total Intrinsic value on the other. Follow Father in both Stage I and Stage III may also be considered part of an Extrinsic value pattern. It also correlated negatively in both Stage I and Stage III with the Total Intrinsic. In Stage III it had a negative correlation of -.44 at ten and at fourteen with the Total Intrinsic. At the other extreme, there were negative relationships ranging from -.32 to -.42 between Intellectual Stimulation, Creativity, Variety and Esthetics and the Extrinsic total score.

Summary of the Occupational Value Hypotheses

Generally, most of the hypotheses connected with the Occupational Values were wrong. Only exceptionally did the Intrinsic values correlate positively with the Intrinsic values, and only exceptionally the Extrinsic values correlated positively with the Extrinsic values. It was stated in Stage I that one should be aware of the negative correlation that will result from the paired comparison nature of the instrument. Selecting one value will consistently mean that one does not select the other. As to the degree of representativeness of the total scores, one has to take into account that each one of the values was present within the total score and therefore the correlations, which were generally small, were not at all impressive. However, the Intrinsic value was best characterized by the Occupational Values of Esthetics, Intellectual Stimulation, Creativity and Variety, the loadings ranging from -.32 to -.42 with a median of -.37. The Extrinsic value was best characterized by Security, Prestige, Economic Returns and Follow Father. Here the range of the loading was from -.24 to -.50 with a fairly high median of -.44. Just as in Stage I, Hypothesis 5 was held to the extent that there were seventy out of one hundred forty-four possible correlations which were negative. One should, however, state that there were some positive intercorrelations, although few and not very large. Definitely one should conclude that the hypothesis was true only for a few of the values, as it was pointed out in the body of the discussion.

Hypothesis 6: There will be positive relationships among the Status Level measures of the Occupational Aspiration, Occupational Expectation and Educational Aspiration measures.

Just as it happened in Stage I, this hypothesis was strongly confirmed at both the ten- and the fourteen-year-old level. All the six intercorrelations were positive and moderately high, the range being .46 to .56.

Hypothesis 7: There will be a positive relationship between the two Occupational Interest Discrepancy measures.

As in Stage I, this hypothesis was confirmed. The two discrepancy scores were correlated .32 at ten and .39 at fourteen years of age.

Summary of Motivation Variable Hypothesis

The summary for the Occupational Values has already been done. Here we shall try a summary only for the Occupational Interests, Hypothesis 6. Hypothesis 6 was, of course, highly true. The correlations in Stage III were quite similar to those in Stage I. However, in Stage I there was a greater difference between the ten- and the fourteen-year-olds' correlations than was the case in this correlation matrix, particularly for the relationship between Occupational Aspiration and Occupational Expectation. Actually, in the relationship of Occupational Aspiration and Educational Aspiration, the relationship, which was higher in Stage I for the ten-year-olds, was higher in Stage III for the fourteen-year-olds. At any rate, in general, the higher the Occupational Aspiration, the higher the Occupational Expectation, the higher the Occupational Aspiration, the higher the Educational Aspiration, and finally, the higher the Occupational Expectation, the higher the Occupational Aspiration, too.

Hypothesis 8: There will be positive relationships among the SAI Good Coping measures across the five behavior areas.

Hypothesis 8 is different in Stage III than in Stage I. In Stage I, there was a different SAI Inventory, and, on that occasion, the correlations were established between Active and Passive measures. In the new SAI the correlations were established between the areas of Task Achievement, Authority, Aggression, Interpersonal Relations and Anxiety, also between each one of them and the Total SAI score. Eighteen out of twenty possible intercorrelations were significant and most of them beyond the .01 level of significance. The intercorrelations tended to be larger at ten than at fourteen years of age in all of the areas, except in Anxiety, where the opposite was true. Outside of SAI Task Achievement, which did not correlate with Aggression and Interpersonal

Relations at age fourteen, all the other behavior areas made the hypothesis true. The SAI for Authority was the one that correlated highest and more consistently with all the other behavior areas. It is, however, the SAI for Aggression which contributed highest to the Total Score with .71 at ten and .70 at fourteen years of age. Next is Interpersonal Relations. In the third place comes Authority with .61 at ten and .61 at fourteen years of age. Generally, the Total Score was a good representation of the individual measures although it was only moderately representative of the SAI for Task Achievement and for Anxiety. It is interesting to note that the SAI for Anxiety correlated much higher at age fourteen than at ten years of age with all the other measures. At fourteen it was actually a better correlator of the other behavior areas than was Authority. At age ten the variable that correlated best with all the other areas was Task Achievement. This appears to indicate that at ten one's way of coping with Task Achievement is the best model of the way he copes generally, but at fourteen the way one copes with Anxiety is the best model of the way he copes in all other areas. In both cases there was also a strong flavor of the way he copes with Aggression.

Hypothesis 9: There will be positive relationships among the Views of Life Active Response measures across the twenty subsyndromes plus the Total Score.

A look at the correlation matrix referring to Hypothesis 9 immediately indicates that Hypothesis 9 is generally false in its first part. There were very few and scattered intercorrelations among the twenty subsyndromes. This is actually what should be expected, since each one of these had been found to be a factor in a factor analytical study. On the other hand, the second part of the hypothesis is generally true. Sixteen of the subsyndromes correlated significantly with the Total Score. The highest contribution to the Total Score was given by Self- versus Other Initiation with .52, followed by Locus of Control with .41, Immediate versus Delayed Action with .40 and Task Achievement versus Interpersonal Relations .40. Thus, the Total Score was best characterized on the Active side, by individual initiative rather than group initiative, a feeling that man controls the environment, an Immediate rather than a Delayed Action upon the environment and a preference for Task Achievement over Interpersonal Relations. Other, moderate relationships above .30, were with Rate of Action, Earned versus Bestowed Status and Instrument versus Fantasy. Generally, the Total Score was not a good representation for all of the subsyndromes, but it was a fairly good representation for a few important dimensions.

Out of the twenty-six significant correlations, there were seven which were negative, two of these with Variable 59 (called Emotional Control/Expressivity and Acceptance of Emotions). This variable correlated negatively with Variable 47, Rate of Action, and with Variable 50, Competition/Cooperation.

Hypothesis 10: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas: a) Stance.

For twelve out of the twenty possible correlations, the hypothesis was true. It was more so at fourteen years than at ten years of age with eight of the fourteen significant correlations occurring at fourteen. The distribution of the intercorrelations is pretty similar to what happened in Stage I. This is particularly so regarding the fact that the correlations occurred more often at age fourteen than at ten years of age. The hypothesis was almost entirely true for Stance before Authority which correlated with all the other areas at fourteen and with all but one at ten years of age.

As in Stage I, the score that contributed the most to the Total Stance was Authority. However, it contributed even more in Stage III than in Stage I with a high .80 at ten and .76 at fourteen years of age. Next highest was Interpersonal Relations and the next contributor was the score for Stance before Anxiety. The largest difference with Stage I was that in this occasion, Stance before Task Achievement only contributed .34 and .37 respectively at ten and fourteen years of age, while in Stage I the contribution was .64 and .57. At any rate, for both occasions, the Stance before Authority and the Stance before Interpersonal Relations gave the most important flavor to the Total Score for Stance.

Hypothesis 11: There will be positive relationships among the measures of the same Sentence Completion, Coping Style variables across different behavior areas: b) Engagement.

The hypothesis is halfway true with ten out of twenty possible correlations resulting significant. This was better than in Stage I, where only five of the twenty possible correlations came out significant. There is still a slight trend for the fourteen-year-olds' correlations to outnumber the ten-year-olds'. The only score, however, that made the hypothesis totally true at fourteen and almost totally true at ten years of age was Engagement before Anxiety. The correlations were generally lower than those for Stance. The score for Engagement in Interpersonal Relations followed by that in Authority and then in Anxiety, were the highest contributors to the Total Score for Engagement, giving the same flavor to Engagement that was true for Stance.

Hypothesis 13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas: c) Coping Effectiveness.

As can be seen from the correlation matrix relating to Hypothesis 13, this hypothesis is largely true. It should also be pointed out that the correlations are, in general, substantially higher than for the other parts of the Coping sequence. The results were generally comparable to those in Stage I, except that at that time the hypothesis was entirely true, with twenty out of twenty correlations being significant. One can only guess that the difference was provided by the fact that this sample was only half so large as the other. The largest single intercorrelation occurred in Stage III exactly in the same place as it did in Stage I. It was between Coping Effectiveness before Authority and Coping Effectiveness before Interpersonal Relations with .37 at ten and .38 at fourteen years of age. This shows the similarity that we have referred to, on other occasions, between the interactions of the children with authority and their interactions with their peers. Children in Mexico grow fundamentally within the family rather than in their peer group.

The scores for Coping Effectiveness before Authority and Aggression made the hypothesis entirely true at both ten and fourteen years of age. The largest single contribution to the Total Score was given once more by Coping Effectiveness before Authority with correlations that indicated that as much as sixty-four percent of the variance of the Total Score was explained by it. Next were, again, and like in the previous variables, Coping Effectiveness before Interpersonal Relations with .67 and .70 and Coping Effectiveness before Anxiety. Coping Effectiveness before Aggression came close to the other three and last was Coping Effectiveness before Task Achievement.

Hypothesis 14: There will be a positive relationship among the Coping Style dimension total scores and Coping Effectiveness total score for the Sentence Completion.

The hypothesis is true. The intercorrelations ranged from high to very high, the lowest was .69, the highest .96. There was no difference between the age levels as regards the strength of these correlations. The intercorrelation between Total Engagement and Total Aid/Advice was almost perfect, with .96 at age ten and .95 at age fourteen. Total Aid/Advice is a new scale score. It is the mean of several scaled scores, each based on the responses to a number of the stems. Total Aid/Advice and Total Coping Effectiveness were excellent predictors of the other total scores of Coping Style dimension.

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and the Attitude Total Score across behavior areas.

The first part of the hypothesis is largely false. While in Stage I it was true in four out of six intercorrelations, here it was false to

the extent that only two out of twelve intercorrelations were positive. The two occurred between Task Achievement and Authority and Anxiety. On the other hand, the hypothesis that each of the Sentence Completion Attitude measures will correlate significantly with the Attitude total score was true. The Total Attitude was loaded highest, containing Attitude before Authority with .71 at ten and .67 at fourteen, next Attitude toward Interpersonal Relations with .56 at ten and .62 at fourteen, next with .58 and .51 at ten and at fourteen by Attitude toward Task Achievement and last in the Attitude toward Anxiety with .37 and .20 at the two respective ages. There was a clear predominance again for the area of Attitude toward Authority and for the area of Attitude toward Interpersonal Relations, although here the Attitude toward Task Achievement also loaded substantially to the Total Score.

The only difference with Stage I is that in Stage I Interpersonal Relations loaded higher than Authority where, here, the reverse was true.

Hypothesis 16: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores. a) Hostile Affect.

Instead of the Negative Affect dimension of Stage I, we have now, in the first place, the Hostile Affect dimension. This hypothesis is generally false, with only eight out of twenty correlations being significant. However, for some of the specific variables it may be either slightly more than halfway true, or halfway true, while for others it was almost entirely false. Thus, Hostile Affect before Authority had five significant correlations out of eight. It correlated significantly at both ten and fourteen years of age with Hostile Affect before Aggression, at ten with Hostile Affect before Anxiety and at ten and fourteen years of age with Hostile Affect before Interpersonal Relations. It may be of value here to stop and consider what is meant by Authority Hostile Affect. It is actually the average of the frequency of hostile affective reactions to stems 20, 24, 30 and 31. Thus, in the next variable, where the hypothesis is halfway true, Hostile Affect in Interpersonal Relations, when it correlates with Hostile Affect before Authority and Hostile Affect before Anxiety, it means that the average frequency of Hostile reactions to the stems in Interpersonal Relations co-variates with the average frequency of Hostile reactions to the stems of Authority and those dealing with Anxiety. Finally, the frequency of Hostile Affect reactions before Anxiety varied positively along, as we have seen at age ten with Authority and at age ten and at age fourteen with Interpersonal Relations. It is, also, the only one that correlated with Task Achievement, .23. It is very clear that the frequency of Hostile Affect in regard to stems of Task Achievement did not go along with the frequency of Hostile Affect in the other behavior areas. As for the second part of the hypothesis, it is true. There are significant relationships with the Total Hostile Affect scores. The Total Score

was best represented by the frequency of hostile affective reactions to the Authority and to the Interpersonal Relations stems. However, frequency of Hostile Affect to the stems of Aggression and to the stems of Anxiety are represented well in the Total Score. The lowest and quite minimal representation, perhaps just the fact that the variable was included in the Total Score, was for Hostility Affect for Task Achievement with .27 at age ten and .20 at age fourteen, while the representation for Authority was .64 and .66 at the respective ages. Clearly academic work inspires the least hostility!

Hypothesis 17. There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas:
b) Depressive Affect.

Depressive Affect is the other part, in which Negative Affect was divided for Stage III. It is the average of the frequency of Depressive Affect emotional reactions to the stems that have to do with the different behavior areas. Fifteen out of twenty possible intercorrelations were significant, making the hypothesis largely true. It is entirely true for the frequency of Depressive Affect before Authority. This variable correlated significantly with a range of correlations from .19 to .32 with all the other behavior areas. With six, out of eight possible intercorrelations, came frequency of Depressive Affect in Anxiety in Aggression and in Interpersonal Relations. With only four out of eight Depressive Affect intercorrelations appeared Task Achievement. The patterning, in regards to the second part of the hypothesis, was very similar to that of Hostile Affect, that is to say, the largest contributor to the Total Depressive Affect score was Depressive Affect before Authority with .77 at age ten and at age fourteen. Next was Depressive Affect before Anxiety and Interpersonal Relations, next was Depressive Affect before the stems of Aggression, and last again, was the frequency of Depressive Affect to the Task Achievement stems. At any rate, and again, frequency of Depressive Affect was not as common to the stems of Task Achievement as it was to all the others. It is particularly interesting that it should be so high in regard to Authority. Also interesting is that in this case, and not so for the Hostile Affect Anxiety, that it should come second. These again are a valuable series of correlations for they are quite high, as regards the patterning of the Mexican culture. Authority and Interpersonal Relations are "normally" strongly involved with affect. The emotional reactions to Authority and Interpersonal Relations are often times of depression. More often of depression than of hostility. This is assumed to be the anatomy of melancholia. Still Mexicans are buoyant more often than not. Much food for thought.

Hypothesis 18: There will be a positive relationship among the measures of the same Sentence Completion Affect dimensions across the different behavior areas: c) Neutral Affect.

In this case, we have the average of the frequency of Neutral Affective reactions to the stems that prove into the different behavior areas. The hypothesis is nearly completely true with seventeen out of twenty possible intercorrelations resulting significant. There was no difference in the number, or in the strength, of these intercorrelations between the ten- and the fourteen-year-olds. The intercorrelations were generally from small to moderate, ranging from .16 to .32. The hypothesis was totally true only for Authority. Neutral Affect to the stems of Aggression made the hypothesis true in seven out of eight, Neutral Affect to the stems of Anxiety provided seven out of eight. The same happened with Neutral Affect for Interpersonal Relations. Neutral Affect to the stems of Task Achievement produced five correlations with the other behavior areas. The largest contributor to the Total Neutral frequency of reactions was again Authority. This area appeared to be the most important area in our culture. The correlations were quite high, .75 at age ten and .79 at age fourteen. Next, with correlations close to the seventies came Neutral Affect towards Anxiety and towards Interpersonal Relations. With correlations in the fifties came Neutral Affect for the stems of Aggression, and again last was frequency of Neutral Affect before the stems of Task Achievement.

Hypothesis 19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas: d) Positive Affect.

Just as in Stage I, this hypothesis is totally false. Positive affective reactions were differentiated in Mexico for each behavior area. It is interesting to contrast the large generalization of the Negative Affective reactions across the behavior areas and the high differentiation for the Positive Affect. It should be pointed out, however, that while in Stage I the Total Positive Affect score was loaded almost totally by the Positive Affect towards Task Achievement with .85 at age ten and .86 at age fourteen, in Stage III the largest loading came from Positive Affect, whether you believe it or not, before Anxiety: .75 at age ten and .95 at age fourteen. It is unfortunate that in Stage I we did not have this variable correlated with the others. However, in Stage III Positive Affect before Task Achievement continued to substancially contribute (.54 at age ten and .44 at age fourteen) to the Total Score. It is actually the only other score that contributed at both age ten and age fourteen to the Total Positive Affect score. There was one more contribution at ten from Positive Affect before Interpersonal Relations which was small but significant. This means that the Positive Affect shown before Anxiety and the Positive Affect shown before

Task Achievement were the main models of Positive Affect. It will be interesting to see, in the ANOVA, where does Mexico stand in regard to the number of Positive Affective reactions to Anxiety. If it should be the one that has the highest mean in this area, I believe we can say, that this speaks quite well for the mental health of the Mexican children.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures in the Sentence Completion.

This hypothesis is only true for the Total Hostile Affect and the Total Attitude score with -.17 at age ten and -.18 at age fourteen.

Hypothesis 21: There will be positive relationships between the Total Positive Affect measure and the Total Attitude measure and the coping score totals. There will be negative relationships between the total amount of Hostile and Depressive Affects expressed and the Coping Style and Effectiveness total scores.

The hypothesis was true for three of these variables, the Total Hostile, the Total Depressive and the Total Attitude but not so for the Total Positive. The correlations ranged all the way from small to medium to fairly high correlations. In the average the correlations for Total Hostile were the highest ranging from -.41 with Total Stance and Engagement to -.69 with Total Coping Effectiveness at age fourteen. This certainly indicates that in Mexico high frequency of hostile affective reactions to the stems of the Sentence Completion test is a fairly good predictor of lower Total Coping Effectiveness in the individuals. Almost the same may be said for the Total Depressive, although its correlations ranged from a low -.26 at age ten with Total Engagement to -.69 at age fourteen with Total Coping Effectiveness. These results appear to mean that Positive Affect is normally expected. Negative Affect often militates against coping well.

Hypothesis 22: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the total scores for Coping Style and Coping Effectiveness.
a) Stance.

The first part of the hypothesis is almost completely false with such few exceptions that they are not even worthwhile mentioning. The second part of the hypothesis is true and there are substantial contributions to the Total Stance from Authority (Story Five), Anxiety (Story Four),

Anxiety (Story Six), and Academic Task Achievement (Story One). We may say, therefore, that Stance in Mexico is mainly defined by Stance before Authority, Anxiety and Task Achievement.

Hypothesis 23: There will be a positive relationship among the measures of the same Story Completion, Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the total scores for Coping Style and Coping Effectiveness: b) Engagement.

Again, this hypothesis is largely false. In Stage I generally the same results were obtained, the only variable that came close to make this hypothesis true was the variable for Engagement for Interpersonal Relations in Story Seven which did not form part of Stage III. The second part of the hypothesis is true in Stage III as it was in Stage I, except that in Stage III the contribution to the Total Score tended to be significantly higher than in Stage I. The highest contributors to the Total Engagement score were Story Six, Anxiety, with .60 at age ten and .44 at age fourteen, Story One, Academic Task Achievement, with .56 at age ten and .46 at age fourteen, and Story Three, Aggression, with .52 at age ten and .55 at age fourteen, next came Anxiety in Story Four and Authority in Story Five. The pattern was pretty much that of Stage I although in it Interpersonal Relations contributed also.

Hypothesis 24: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the total scores for Coping Styles and Coping Effectiveness: c) Initiation.

Part one of the hypothesis is largely false, only ten of forty-two possible intercorrelations were significant. Only the variable of Authority Story Number Five, makes the hypothesis largely true at ten years of age with four out of six possible intercorrelations being significant. These correlations were with Anxiety, Story Number Four, Anxiety,Story Number Six, Interpersonal Relations, Story Number Two, and Academic Task Achievement, Story Number One.

The second part of the hypothesis was true. The contribution at age ten was consistently larger than the contribution at age fourteen for each of the variables. This was not the case in Stage I, where, with few exceptions, the contribution of the individual score to the total score was about equal for age ten and for age fourteen. One should, of course, keep in mind that the variables were not all the same in Stage III as in Stage I for the Story Completion. However, there was similarity regarding the areas that contributed the most to the Total Score for Initiation, thus in Stage I the areas were

Authority, Aggression, Interpersonal Relations and Nonacademic Task Achievement and in Stage III the areas were Aggression, Authority, Anxiety and Academic Task Achievement.

Hypothesis 25: There will be a positive relationship among the measures of the same Story Completion, Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness: d) Aid/Advice.

The first part of the hypothesis is false. There were only a few significant correlations, as can be seen from the correlation matrix relating to Hypothesis 25. The second part of the hypothesis is true, and the results mirrored, although with lower correlations, the results obtained for Initiation. We have as the largest contributors to the Total Aid/Advice score Aggression with .56 at age ten and .53 at age fourteen, Authority with .50 at age ten and .44 at age fourteen, Anxiety with .52 at age ten and .36 at age fourteen and Academic Task Achievement with .50 at age ten and .44 at age fourteen.

Hypothesis 26: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness: e) Solver.

The first part of the hypothesis is generally false. The second part of the hypothesis is true. The results were extremely similar to those of Initiation and Aid/Advice. Thus, we have, as the largest contributors to the Total Solver score, Aggression, Authority, the two scores for Anxiety and Academic Task Achievement. It begins to appear that in Stage III the model for the Coping Styles in the Story Completion was formed by the way the child coped with Authority, Aggression and Anxiety, fundamentally, and in the second place the way he coped with Academic Task Achievement. It is indeed similar to that found in Stage I, although at that time, perhaps due to the nature of the stories, Interpersonal Relationships tended to come out as high as Authority. One should point out that one of the stories of Interpersonal Relations did not appear in Stage III, and this was precisely the one that tended to give high contributions to the total scores. This was the story of the two girls playing a game and having different opinions on how it should be played.

Hypothesis 27: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness: f) Implementation.

In Stage I, there were seventeen out of forty-two possible intercorrelations that resulted significant. In Stage III only seven were significant. The hypothesis was largely false for Stage III, with the exception of the variable Authority that showed a tendency to make the hypothesis at least halfway true with five out of twelve possible intercorrelations being significant. The second part of the hypothesis was true and produced almost a mirror image of the previous style dimensions, with Aggression, Authority, Anxiety and Academic Task Achievement as the largest contributors to the Total Score, the contributions ranged from .40 to .59. The contributions to the Total implementation score were quite similar to those in Stage I, with the exception, of course, of Interpersonal Relations.

Hypothesis 28: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness: g) Outcome.

The first part of the hypothesis is largely false with only thirteen of the forty-two possible intercorrelations coming out significant. However, it was true for Authority (Story Five) which showed six out of six possible intercorrelations at ten years of age. There were no correlations,however, at age fourteen. Academic Task Achievement showed four out of six possible correlations at the significance level at ten years of age but none at fourteen.

The second part of the hypothesis was true, and, in this case, the largest contributors in order of their contribution were Anxiety, Authority, Aggression, the other Anxiety score and Academic Task Achievement. It appeared, therefore, that the style of giving the outcome to Story Four, an Anxiety story, was fairly typical of the outcome of the other stories, next, particularly at ten years of age, was the outcome of Authority (Story Five).

Hypothesis 29: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness: h) Evaluation of Outcome.

The first part of the hypothesis is largely false. The few significant correlations were scattered over the different behavior areas. The second part of the hypothesis was true. The Total Evaluation Outcome was a fairly good representative of each one of the Evaluations of Outcome for the different behavior areas. The median correlation was .46 and all the other intercorrelations were distributed quite close around this median correlation. There were no systematic differences between the ten- and the fourteen-year-olds in this regard.

Hypothesis 30: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.
i) Coping Effectiveness.

Only fourteen out of forty-two possible correlations were significant. The only score for Coping Effectiveness that came close to sustain the hypothesis at age ten was, again, Authority (Story Five) with four out of six possible correlations turning up significant. The second part of the hypothesis was true and once more the highest contributors to the Total Coping Effectiveness scores were Authority, Aggression, Anxiety and Academic Task Achievement.

Hypothesis 31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.
j) Instrumentality.

The Total Score for Instrumentality was the average of frequencies in instrumental acts by hero across the stories. The first part of the hypothesis was generally false, the only score that appeared to be an exception was the one in Anxiety (Story Six) at ten years of age, where it had five out of six possible scores significant. The second part of the hypothesis was true, the highest single contributor was precisely Anxiety (Story Six) at age ten with .65. The other contributions were similar to that of the other Coping Style dimensions, except that Non-academic Task Achievement appeared as a higher contributor to this score than Academic Task Achievement, which was particularly low at age fourteen, with only .22.

Hypothesis 32a: There will be a positive relationship among the Coping Style dimension total scores and the Total Coping Effectiveness.

This hypothesis was entirely and strongly true. The data relating to Hypothesis 32a are, indeed, an excellent demonstration of the construct validity, in Stage III, for the total scores of the Coping Style

dimensions and the Coping Effectiveness. The Coping Effectiveness scale was built so that the higher the score, the more effective the coping behavior. It correlated highest across with all the individual Coping Style dimensions. The highest specific correlations were with Total Initiation with .93 at age ten and .92 at age fourteen. In the scale for Initiation, the highest score, 3 , meant self-initiated coping behavior, a scale score of 2 was for joint initiation, a scale score of 1 was for other initiated, and 0 was given for no problem solving.

Next in importance, of the correlations with Coping Effectiveness, was Total Engagement with .92 at age ten and .88 at age fourteen. The scale for Total Engagement was constructed in such a way that the more immediate engagement, the higher the scale score. Thus, a scale score of 3 represented immediate engagement, a scale score of 2 meant delayed engagement and 1 meant no engagement. Our Mexican judges were highly influenced by the American style which they adopted fully for scoring Coping Effectiveness in Stage III, since from the Views of Life, it can be seen, that delayed action is more typical of the coping behavior of the Mexican, that it is immediate behavior, when compared with all the other nations. The next highest intercorrelations were with Total Solver and Total Implementation. They were .90 and .89 for Total Implementation and .90 and .88 with Total Solver. The high score for Implementation means self-implemented and the highest score for Solver means self-solved. Finally, there was still a fairly high correlation of .82 at age ten and .81 at age fourteen with solicitation of Aid/Advice. Here, of course, the largest score still means no Aid/Advice solicited, but the next highest means Aid/Advice solicited or received.

There are in the correlation matrix relating to Hypothesis 32a other dimensions which appear correlated with the Coping Style dimensions total scores. These are Outcome, Total Response Length and Total Instrumentation. Outcome total was scored in such a way that 3 meant immediate resolution of the task, 2 delayed resolution and 1 no resolution. The highest intercorrelations of Outcome total were with Total Engagement .68 at age ten and .57 at age fourteen, followed with Total Initiation and with Total Stance. The lowest were with Total Aid/Advice .54 at age ten and .40 at age fourteen. Only at fourteen-years-of age did Total Response Length show correlations with the Coping Style dimensions total scores. All were negative: -.19 with Stance, -.18 with Engagement, -.15 with Aid/Advice and -.14 with Total Solver. The Total Instrumentality, a variable in which the greater the frequency of problem solving instrumental acts in which the hero engages the larger the score, correlated from .55 to .72 with the Coping Style dimensions total scores. The highest correlation was with Total Initiation and the lowest with Aid/Advice. Finally, another variable that correlated was Evaluation of Outcome, the highest score for which means that the outcome was positively evaluated, the next that the outcome was neutrally evaluated (there was no mention to the quality of the solution), and

the lowest score indicates that the outcome was negatively evaluated. All the correlations with the Coping Style dimensions total scores were positive, but they ranged from only .24 to .34. The highest correlations occurred with Total Engagement, indicating a trend to evaluate positively the Outcome, the more immediate the engagement with the problem. It will be of interest to compare the size of this particular correlation with the same intercorrelation in other countries.

Hypothesis 32b. There will be a positive relationship among the Coping Style dimensions total scores and Total Coping Effectiveness of the Story Completion.

Hypothesis 32b is actually the continuation of Hypothesis 32a. Outside of Response Length, all of the other hypothesis was true. Total Outcome which, as we found out before, means immediate resolution, had the highest intercorrelation with the Total Coping Effectiveness score with .82 at age ten and .74 at age fourteen. The Total Evaluation of Outcome showed higher correlations than it did in the previous hypothesis showing that the higher the Coping Effectiveness the more the positive Evaluation of the Outcome, and the more immediate the resolution of the problem, the higher the Evaluation of the Outcome. These correlations make good sense, and are interesting validations about the fact that the subjects knew when they were doing a good job at resolving the problems set by the stories.

Hypothesis 33: There will be a positive relationship among the Length of Responses across all behavior areas in the Story Completion.

As can be seen in the data relating to Hypothesis 33, the hypothesis is true. The size of the correlations indicate that there was a large degree of consistency in the children regarding the length of writing for each one of the stories, regardless of the area of behavior concerned. However, it is clear from the correlations with the score for the Total Length of the Response that the stories in which they belabored the most, were, in order: (1) one dealing with Authority, the contribution was .82 at age ten and at age fourteen for Story Five, (2) one dealing with Anxiety, with .81 at age ten and .82 at age fourteen for Story Four, Anxiety, and (3) one dealing with Aggression, .79 and .82 at age ten and at age fourteen, for Story Three, Aggression. True, the contribution of the other stories and areas were similar although lower to those we just enumerated. The lowest contribution to the Total Score came from Story One, Academic Task Achievement, with .66 at age ten and .78 at age fourteen.

Hypothesis 34: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.
a) Positive Affect Hero.

The variable Positive Affect Hero refers to the frequency of positive emotional behaviors exhibited by the hero in each one of the stories. The hypothesis was largely false. There were, however, some stories that gave positive and significant correlations with most of the other areas at a given age. This was the case for Story Three, Aggression, where the frequency of Positive Affect by the Hero correlated significantly with the frequency of Positive Affect by the Hero in Authority Story Five, Anxiety Story Six and particularly with the Interpersonal Relations Story Two, Academic Task Achievement Story One and Nonacademic Task Achievement Story Seven. The correlations were, however, usually small. They ranged from .14 to .27. Eight out of twelve possible intercorrelations of Nonacademic Task Achievement (Story Seven) were significant, five of them at age ten and three of them at age fourteen. The same was the case with Anxiety (Story Six) that exhibited a .32 correlation with Story Five, Authority, the highest of all of the intercorrelations.

On the other hand, all of the stories contributed significantly, and several quite substantially, to the Total Positive Affect by the Hero. Highest contributors were Interpersonal Relations (Story Two) with .57 at age ten and .64 at age fourteen, Nonacademic Task Achievement and Anxiety (Story Four). Next were Academic Task Achievement and Anxiety (Story Six). Lowest contributors were Authority (Story Five) and Aggression (Story Three).

Hypothesis 35: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.
b) Negative Affect Hero.

Only half of the total possible number of intercorrelations among the areas were significant. There was no systematic trend as to whether these correlations would be found at age ten or at age fourteen. The lowest intercorrelation was .14. The highest was between Nonacademic Task Achievement and Anxiety (Story Six) with .46 at fourteen years of age. Story Four, Anxiety, held nine out of twelve possible intercorrelations significantly. The range was from .20 to .46. It is, naturally, the largest single contributor to the Total Negative Affect by the Hero with .66 at age ten and .73 at age fourteen. It is therefore the best single story for representation of frequency of Negative Affect by the Hero in Mexico. Next contributor was Story Six, Anxiety, with .54 and .57 and the third was Story Five, Authority with .53 and .47 at ten and fourteen years of age respectively.

Hypothesis 36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas. c) Total Affect Hero and Others.

Only twenty-one out of the forty-two possible intercorrelations were significant. The hypothesis was halfway false. However, for some of the stories it was largely true. The best example in this case was the Total Affect of Hero and Others, as expressed in the Nonacademic Task Achievement Story Seven, with nine out of twelve possible intercorrelations being significant. Next most generalizable frequency of Total Affect was that on Story One, Academic Task Achievement, with seven out of twelve possible intercorrelations appearing significant. All but one of the stories contributed to the total scores for Affect of the Hero and Others, and this was Anxiety, Story Six, at age fourteen. The highest contributor to the total score was Nonacademic Task Achievement with .45 at age ten and .65 at age fourteen followed by Interpersonal Relations with .44 at age ten and .62 at age fourteen and Anxiety, Story Four, with .53 at age ten and .55 at age fourteen.

Hypothesis 37: There will be positive relationships among the Story Completion Total Positive Affect measures and the Total Coping Style measures. There will be a negative relationship among the Story Completion Negative Affect measures and the Total Coping Style measures.

The first part of the hypothesis was largely false and the second part was largely true. The Total Negative Affect of the Hero had negative correlations with Stance at age fourteen of -.28, with Engagement at age ten and at age fourteen with -.20 and -.30, with Initiation at age fourteen with -.27, with Aid/Advice with -.14 and -.24 at age ten and at age fourteen, with Solver with -.31 at age fourteen, with Implementation with -.27 at age fourteen, etc. In general, in Mexico, Negative Affect did go with lower Total Coping Style efficiency, while, in general, Positive Affect did not make for better or for worse Coping Effectiveness.

Hypothesis 38: There will be positive relationships between Length of Response and various Coping Effectiveness scores for each story.

The hypothesis was false. Here and there a few negative and positive correlations appeared, but these were not many more than those that could be expected by mere chance.

Hypothesis 39: There will be positive relationships among measures of the same Coping Style dimension and Coping Effectiveness measures in the same behavior areas across the two projective instruments as well as positive relationships with the total scores. a) Stance vs. Stance.

The hypothesis is false as one can derive from a look at the data relating to Hypothesis 39. The same commentaries apply here, as in Stage I.

Hypothesis 40: There will be positive relationships among measures of the same Coping Style construct in the same behavior areas across the two projective instruments. b) Engagement vs. Engagement.

The hypothesis is false.

Hypothesis 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas, across the two projective instruments. c) Aid/Advice vs. Aid/Advice.

The hypothesis was false with the exception of Story Three, Aggression, that held four significant out of six possible intercorrelations with the Sentence Completion measures. These were with Authority and Academic Task Achievement at age ten and at age fourteen. This was the only variable, too, that correlated with the Total Score of Aid/Advice with .20 at age ten and .19 at age fourteen.

Hypothesis 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments. d) Coping Effectiveness vs. Coping Effectiveness.

The hypothesis was generally false, except for Story Three that made the hypothesis true at ten years of age, and for the Total Coping Effectiveness scores of the two instruments, particularly that of the Story Completion, which showed nine significant out of twelve possible intercorrelations with the variables of the Sentence Completion. However, these correlations were generally low, the largest appearing between the two total Coping Effectiveness scores of the two instruments with .27 at age ten and .20 at age fourteen.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior areas.

The hypothesis is false.

Hypothesis 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures in the same behavior areas.

The hypothesis is false. There were even more positive than negative intercorrelations. The scores for Affect in one instrument just did not seem to be related to the scores of Affect in the other instrument. This was certainly an interesting finding as regards the importance of the structure of an instrument.

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Completion Positive Affect measures of the same behavior areas.

This hypothesis is false.

Hypothesis 43d: The Story Completion Negative Affect measures will be positively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior areas.

The hypothesis was generally false. Story Four, Anxiety, showed six out of twelve possible intercorrelations significant at fourteen years of age. Story Three, Aggression, five of twelve possible intercorrelations at age fourteen and the Total Negative Affect for the Story Completion scattered significant correlations with the measures of the Sentence Completion.

Hypothesis 44a: The Sentence Completion measures of the Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. a) Sentence Completion Task Achievement Coping Styles and Social Attitudes Inventory variables.

The hypothesis was true for the ten-year-olds, the SAI Task Achievement correlated .20 with Task Achievement Stance, .17 with Task Achievement Engagement, .20 with Task Achievement Aid/Advice, .20 with Total Stance, .19 with Total Engagement and .22 with Total Aid/Advice. When the Total SAI score was taken into account, the hypothesis continued to be true for the ten-year-olds and it was halfway true for the fourteen-year-olds. The correlations ranged from .15 to .31.

Hypothesis 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. b) Sentence Completion IPR Coping Styles and SAI Good Coping.

Once again the hypothesis was true at age ten, and it was halfway true at age fourteen for the Total SAI score. The size of the correlation was very much the same as it was with Task Achievement.

Hypothesis 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. c) Sentence Completion Authority Coping Styles vs. SAI.

With only four exceptions, all of them at the fourteen-year-old level, the hypothesis was true. It was entirely true for the ten-year-olds. It would appear that the SAI Authority Good Coping measures, and the Sentence Completion Authority Coping Styles, went better along that it was true for the other behavior areas. The actual correlations were slightly higher in the average than those found in the previous dimensions.

Hypothesis 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. d) Sentence Completion Anxiety Coping Styles and SAI Anxiety and SAI Total Score.

The hypothesis was false for the Anxiety measures of the Sentence Completion test, but the Anxiety score of the SAI did correlate with the Total Stance, Engagement and Aid/Advice of the Sentence Completion at age ten and largely at age fourteen. The same statement was true for the Total SAI score.

Hypothesis 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. e) Sentence Completion Aggression Coping Styles and SAI.

The hypothesis was false with the exception of the Total SAI score and the Total Stance Engagement and Aid/Advice score of the Sentence Completion.

Hypothesis 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. a) Story Completion Academic Task Achievement Coping Styles vs. SAI Good Coping measures by behavior areas.

The hypothesis was true for SAI Task Achievement at ten but not generally at fourteen years of age. The hypothesis was generally true for the SAI Total score at ten, and in six out of the nine possible intercorrelations at fourteen years of age. When it came to the total scores from the two instruments, the hypothesis was completely true at ten but was totally false at fourteen years of age.

Hypothesis 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. b) Story Completion Interpersonal Relations Coping Style versus SAI Good Coping measures in the five behavior areas.

The hypothesis was false. Naturally the same relationship was seen at the ten-year-old level between the total scores for the Story Completion and the total score for the SAI as in the previous hypothesis.

Hypothesis 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. c) Story Completion Aggression and Coping Styles versus SAI Good Coping measures.

The hypothesis was false for the SAI Good Coping with Aggression score and the individual scores for the Coping Style dimensions. However, at ten years of age the hypothesis was true between the SAI Good Coping with Aggression score and the Sentence Completion total scores for Aggression. On the other hand, the SAI Total score at ten years of age correlated significantly with all of the Story Completion Coping Style dimensions for Aggression, at fourteen years of age the hypothesis was false, even for the Total SAI score.

Hypothesis 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. d) Story Completion Anxiety Coping Styles and SAI Good Coping measures.

The hypothesis was entirely false for the SAI Good Coping measures of Anxiety.

Hypothesis 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. e) Story Completion Authority Coping Styles and SAI Good Coping.

The hypothesis was false.

Hypothesis 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. f) Story Completion Anxiety Coping Styles and SAI Good Coping measure.

The hypothesis was false.

Hypothesis 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. g) Story Completion Nonacademic Task Achievement Coping Styles and SAI Good Coping measures.

The hypothesis was false for the individual measures of Task Achievement. It was true at age ten between the SAI score for Task Achievement and the total scores of the Story Completion Coping Style dimensions for Task Achievement. The Total SAI score produced a few scattered significant correlations with the individual scores for Task Achievement of the Story Completion at fourteen years of age.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

The hypothesis was largely true for the Sentence Completion Coping Effectiveness in Task Achievement. It was largely true, at ten years of age, for the Sentence Completion Coping Effectiveness for Interpersonal [illegible] largely true at age fourteen for the Sentence Completion Coping [illegible]ss with Aggression. There were few other scattered [illegible]ns for the Coping Effectiveness with Authority or the [illegible] The Total Coping Effectiveness score for the Sentence [illegible]d nine significant correlations out of twelve with the [illegible] the Total SAI score produced nine out of twelve sign[illegible] with the Sentence Completion Coping Effectiveness [illegible] the Total Coping Effectiveness for the Sentence [illegible]3[illegible] at age ten and .23 at age fourteen.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

As it can be seen from the data relating to Hypothesis 47, this hypothesis was generally false.

Hypothesis 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

A look at the data relating to Hypothesis 48a will show that this hypothesis was generally false.

Hypothesis 48b. The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

This hypothesis was false with very few and scattered exceptions.

Hypothesis 49a: The SAI Good Coping scores will be positively related with the Sentence Completion Positive Affect measures.

This hypothesis was entirely false. Once more, Positive Affect did not seem to have any relationship with the goodness of coping behavior.

Hypothesis 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive Affect measures.

Only thirty-three out of one hundred forty-four possible intercorrelations were, as expected, negative and significant. The SAI Good Coping score for Anxiety led the others with eight negative correlations. It was followed by the score for Interpersonal Relations with seven and SAI Authority with six. On the side of the Sentence Completion, the Hostile measures for Aggression and Task Achievement led the others with six negative correlations, followed by the Total Hostile score with five.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

Although the hypothesis was largely false, it was true for certain ages and for certain values. Thus, the Occupational Value of Altruism made it largely true at both age ten and at age fourteen, with significant correlations with the total measures of the Sentence Completion for Stance, Engagement, Aid/Advice and Coping Effectiveness. The correlations ranged from .18 to .28 and were generally larger at ten than at fourteen years of age. Since the Occupational Value of Altruism ranked third among the fifteen Occupational Values for Mexico, these positive correlations with Coping Effectiveness speak well of the realism and importance of this value. There were a few scattered correlations at age fourteen between the value of Altruism and several of the scores of the Story Completion.

The Occupational Value of Creativity made the hypothesis true, for the most, with both the Sentence and the Story Completion Coping dimension measures at age ten but not at age fourteen. Finally, the Total Intrinsic and the Occupational Value of Intellectual Stimulation produced five correlations with the Coping dimension measures, mainly with the Sentence Completion. In summary, it was the Occupational Value of Creativity, Intellectual Stimulation, and Altruism which were rated in the first, third, and fifth place among the Occupational Values in Mexico, which had positive correlations with efficient coping.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

The hypothesis was largely false except that, at age ten, Creativity had four out of six significant correlations, Intellectual Stimulation had three out of six at age fourteen, Total Intrinsic had three out of six at age ten, and Altruism had two out of six at age ten. It was, however, Independence that had the largest number of correlations with the SAI Good Coping measures, but they were, interestingly enough, all negative and largely at fourteen years of age. I like to see in this evident negative correlations of independence at fourteen years of age, with the SAI good coping measures, that the Mexican culture is certainly interdependent and that good coping does not go too well with independence. Interestingly, the largest negative correlation was with the Good Coping measure of the SAI before Aggression. It was almost as if it was indicated that in Mexico independent individuals can not cope very well with the aggressive behavior from others.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with the Views of Life Active Response measures.

The hypothesis was largely false, actually there were a few of the Views of Life factors and the Occupational Intrinsic values that correlated positively and others negatively. The age was fourteen since the Views of Life were given only to fourteen-year-old children. Altruism led all the other values with four negative and one positive correlation. Other Occupational Values with three intercorrelations were Esthetics, Independence, Management, Intellectual Stimulation, and Creativity. It is interesting that these values be again significantly correlated.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measures.

The hypothesis was entirely false for the Total Sentence Positive Affect and largely false for the Total Story Positive Affect.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with the Sentence Completion Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

The hypothesis was almost entirely false.

Hypothesis 55. The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimensions.

The hypothesis was false for the Story Total Coping dimension measures but largely or partially true at ten years of age for a few Occupational Values in their relationship with the Total Coping dimension measures of the Sentence Completion. Thus, the Occupational Value of Economic Returns had a negative correlation of -.18 with Total Stance, of -.14 with Total Engagement, of -.15 with Total Aid/Advice and of -.22 with Total Coping Effectiveness of the Sentence Completion. The Occupational Value of Security correlated -.16 with Total Engagement, -.16 with Total Aid/Advice and -.15 with Total Coping Effectiveness. The hypothesis was true at age ten and for the Sentence Completion Extrinsic Total score of the Occupational Values, with -.19 with the Sentence Total Attitude, -.17 for Total Stance, -.19 for Total Engagement, -.18 with Total Aid/Advice and -.22 with the Total Coping Effectiveness.

Hypothesis 56: The Occupational Values Extrinsic measures will be negatively related with the SAI Good Coping measures.

This hypothesis was largely false. It was only halfway true for the ten-year-olds on the Total Extrinsic Occupational Value score. This measure correlated -.14 with the Interpersonal Relation score of the SAI, -.25 with Anxiety and -.15 with the SAI total at age ten and -.16 with Anxiety at age fourteen.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with active measures of the Views of Life.

This hypothesis was largely false. However, there were a few of the Extrinsic Values that held interesting negative correlations with several active measures of the Views of Life. Thus, the value of Security correlated negatively -.15 with the Intrinsic versus Extrinsic factor, -.21 with the Independence/Interdependence value, -.18 with the Earned/Bestowed Status, -.21 with the Self-Other Initiation, -.14 with the Instrumental-Fantasy and -.22 with the Total Score. This certainly indicates that the more a person selects security, as one of his preferred occupational values, the less active and self-initiating is he, which makes good sense. It is interesting that the individuals that gave much value to

the quality of the surroundings where they were working had a tendency to be passive in the Immediate/Delayed, Task Achievement/ Interpersonal Relations, the Self/Other Factors, and in the Total Score with one of the largest single negative intercorrelations of -.30. Finally, those who valued as associates in their job people that they like, had a negative correlation with Academic Locus of Control of -.14, a positive correlation with the Intrinsic/Extrinsic value of work of .16, the largest negative intercorrelation with Task Achievement/Interpersonal Relations of -.32, which was very reasonable. A positive correlation with Earned/ Bestowed Status, a negative correlation of -.29 with Self/Joint Implementation and -.16 with Intrumental/Fantasy. These correlations make good sense.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

The hypothesis was false.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

This hypothesis was false.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration, will be negatively related with the Story Total Coping dimension measures.

The hypothesis was largely true at age ten and almost entirely false at age fourteen. The results that may be observed certainly indicated that the higher the Occupational Aspiration, the Occupational Expectation and the Educational Aspiration, up to a certain point, the lesser the ability to cope as measured by the Story Total Coping dimension measures. It is interesting that this should be the case only for the ten-year-olds and not for the fourteen-year-olds where, if anything, in one case at fourteen the relationship was positive.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration, will be negatively related with the Sentence Total Coping dimension measures.

The hypothesis was true for four of the five Sentence Total Coping dimension measures at the ten-year-old level. This size of the

correlation was similar to those observed for the Story Completion. The conclusion indicated there is validity here.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration, will be negatively related with the SAI Good Coping measures.

This hypothesis was largely false, although for the SAI total score and the SAI Anxiety it was largely true at the ten-year-old level, in regards to the Occupational Expectation and the Educational Aspirations. Educational Aspiration had five negative correlations at the ten-year-old level. These reinforced to some extent the conclusions given in the last two hypotheses.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration, will be negatively related with the Active Response measures of the Views of Life.

This hypothesis was almost entirely false. However, it was largely true for some factors, and it was true for the Total Active Passive score. There was, however, one factor in which the results were opposite to the hypothesis, with the three intercorrelations being positive. This was variable 55, Self-Solver/Other Solver. This indicates, that to the small, but significant extent to which the correlations permit, the Self-Solver tended to have higher occupational aspirations and expectations and educational aspirations than the individual that lets others help him solve the problems. The opposite, however, appeared in the factor of Self-Initiation/Other Initiation which raises a question about the connotation of actually beginning action, oneself, to children in the Mexican context. From the correlations of variable 62, Views of Life, one concludes that those who consider that life is to be enjoyed, in Mexico, have to the extent of the correlation, lower occupational aspirations and educational aspirations than those who consider that it is to be endured. Finally, the correlation with variable 63, Total Score, fulfills the hypothesis, suggesting that the more active individuals tend to have lower occupational and educational aspirations than those who tend to be passive, which goes well with the results of the previous hypotheses.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration, will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

This hypothesis was false.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration, will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures and the Story Completion Total Negative Affect measure.

The hypothesis was false for the Story Completion Total Negative Affect measure, but it was largely true for the Sentence Completion Total Depressive Affect measure, and partially true at age ten for the Sentence Completion Total Hostile measure. The Occupational Aspiration Status Level measure correlated .15 at age ten and .20 at age fourteen with the Total Depressive, indicating a significant trend for those who responded with Depressive Affect to the Sentence Completion to have higher occupational aspirations. Very similar trend was found between the Educational Aspirations with .21 at age ten and .15 at age fourteen and the Total Depressive measure of the Sentence Completion. Finally, at ten years of age, Occupational Expectations and Educational Aspirations correlated .17 and .22 respectively with the Total Hostile Affect of the Sentence Completion.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

This hypothesis was true for the most. However, one should point out that several of these variables were not independent from each other. Thus, Interaction with Father and Interaction with Mother had one part of the score in common with the score for the Self-Concept. However, the scores for Mother Interaction and Father Interaction were independent from each other and the scores of the Self-Concept and the Parent/Child Interaction, variable 118, were independent too. The Mother Interaction and the Father Interaction variables made the hypothesis entirely true with substantial to moderately high correlations which ranged from .49 to .74. The Self-Concept did not correlate with the Parent/Child Interaction but it did with the Mother Interaction and the Father Interaction.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

The hypothesis was largely false. It was found to be true only between the Self-Concept and the Attitude towards Authority score of the Sentence Completion with .20 at age ten and .19 at age fourteen. The Parent/Child Interaction actually showed the opposite of the postulated relationship at age ten as it can be seen from the correlation matrix for Hypothesis 93.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and the Depressive Affect measures.

This hypothesis was entirely false. There was actually the opposite of the hypothesis for the Parent/Child Interaction and the Authority Depressive Affect which showed a positive relationship of .23 at age ten and .21 at age fourteen.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

The hypothesis was largely false. It tended to be true for variable 108, the Total Attitude of the Sentence Completion, which correlated .16 at age ten and .17 at age fourteen with the Self-Concept, .21 at age fourteen with the Mother Interaction and .17 at age fourteen with the Father Interaction. Actually, the largest number of significant correlations were negative and these appeared between the Parent/Child Interaction and the Total Stance, Total Engagement, Total Aid/Advice and Total Coping Effectiveness of the Sentence Completion. These negative correlations ranged from -.15 to -.22. This situation may even mean that the better the father and child get along, the greater the spoiling of the child by the father and the lesser his ability in the coping sequence.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

This hypothesis was almost entirely false. Again, the Parent/Child Interaction showed the opposite of the hypothesis with a plus .26 correlation with Total Depressive Affect at age ten and of a plus .20 at age fourteen. Is this again another small evidence of the overdependent child?

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness and Positive Affect scale scores from Story Five, concerning authority relations.

This hypothesis was almost entirely false. The variables of the Parent/Child Interaction had no relationship with coping variables of Story Five concerning authority relations.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five, concerning authority relations.

The hypothesis was largely false, it was only true for the Self-Concept at age ten, but the three other significant correlations which appeared in the matrix went against the hypothesis. At age fourteen the Self-Concept correlated positively with Negative Affect of the Hero in Story Five, concerning authority relations, with the Parent/Child Interaction at age ten, .17, and with the Mother Interaction .16 at age fourteen. It is almost as though the better the interactions of the child with the mother, with the parents at large, the more negative affect was shown by the hero in the authority relations.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness and Positive Affect scale scores from Story Four since (though classified as Anxiety Story) it concerns parental relations.

The hypothesis was almost entirely false.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness and Positive Affect scale scores for Story Six since (though classified as Anxiety Story), it concerns parental relations.

For two of the Parent/Child Interaction scores, this hypothesis was largely true at age ten but not at age fourteen. The Self-Concept correlated positively with nine out of the thirteen measures for this particular story. The correlations ranged from .14 to .22 with a median correlation of .19. The Mother Interaction produced also nine intercorrelations at ten years of age and the range here was from .15 to .24 with a median correlation of .21. Finally, the Father Interaction showed four positive correlations at age ten and one at age fourteen. This pattern certainly indicates that this particular story, Story Six, was the one that best reproduced the Parent/Child Interactions, as measured by these specific variables of the Sentence Completion.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

This hypothesis was almost entirely false with the exception of a negative correlation of -.15 at age ten between the Self-Concept and the Negative Affect for Story Four.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness and Positive Affect from the Story Completion.

Only the variable of the Self-Concept, and at age ten, made this hypothesis largely true. Eight out of twelve of the intercorrelations were significant. They ranged from .14 to .17 with a median of .15.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the total score for Negative Affect for the Story Completion.

The hypothesis was false. Actually, the opposite was found for the Self-Concept at age fourteen, and the Mother Interaction at age fourteen. In Mexicans, as far as I can tell, there is a certain amount of what I would call positive negative affect. This positive negative affect was exhibited particularly by somewhat spoiled children and pampered adolescents and adults and many Mexican children may be subject to this condition for periods of time. It is exhibited in order to gain further interest, and attention from their parents. This may have to do with these apparently contradictory results.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score of the Authority area as well as the Total "Good Coping" score of the SAI.

This hypothesis was entirely false. The SAI measures were apparently totally irrelevant to these measures of the Sentence Completion.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction items from the Sentence Completion and the Occupational Value of Follow Father

The hypothesis was false.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

The hypothesis was false. Actually, half of the very few significant correlations were negative. It is interesting to enumerate them. The

Self-Concept correlated positively with Altruism at age ten, negatively with Esthetics and Independence at age fourteen, and positively with Self-Satisfaction at age fourteen. A good Mother Interaction correlated negatively with Independence at age fourteen, once more the overdependent syndrome. The Father Interaction also correlated negatively at age fourteen with Independence and positively at age fourteen with Variety.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

In the few cases where there was a significant correlation, the opposite of the hypothesis was true. The Self-Concept correlated positively with Security .24 at age fourteen and with Prestige .14 at age ten. The Parent/Child Interaction correlated positively at age ten with Security, the Mother/Child Interaction positively at age fourteen with Security, and the Father/Child Interaction positively at age fourteen with Security, too. This is certainly contradictory, why should children who have a good self-concept and good interactions with their parents, search of all things for the occupational value of security. Is it at all that they want to prolong their interdependent pattern?

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

This hypothesis was false.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Score.

The hypothesis was false. About half of the significant correlations were negative. The Self-Concept correlated negatively with Rate of Action, Self-Solver, and positively with the Views of Life. The Parent/Child Interaction correlated negatively with Competition/Cooperation which sounds right, and negatively with Activity/Passivity Under Stress. This also makes sense. The Mother Interaction variable was the one that had the largest number of intercorrelations, negative with Rate of Action and Competition/Cooperation, and positive with Earned Status/Bestowed Status, Control/Expressivity and Acceptance and Positive/Negative Self-Concept.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

This hypothesis was largely false. However, there were certain values that made it from largely to partially true, particularly at ten years of age. The achievement measures more often made it true than the BRS measures. The Occupational Value of Altruism led all the others at ten years of age, with all but two of the intercorrelations appearing significant. The correlations ranged from .16 to .27. This lowest correlation was with Math Achievement and the largest with GPA, BRS Initiation and BRS Aggression. That is to say, those children who were interested in the type of job in which they could be of help to others, did somewhat better than others in Math, in GPA, in being initiators of activity and in dealing with aggressive actions from others. They also did significantly better in the BRS Task Achievement, Authority, Interpersonal Relations, Implementation, and Solver. The Occupational Value of Independence correlated .20 at age fourteen with Math Achievement and Reading Achievement, and at age ten it had negative correlations ranging from -.14 to -.19 with all but one of the BRS measures. It did not appear to be good at age ten for scores in achievement, to have the Occupational Value of Independence,but at age fourteen it appeared to go somewhat better with objective achievement. The value of Intellectual Stimulation produced negative correlations at age fourteen with the achievement criteria. On the other hand, the Occupational Value of Creativity made the hypothesis true at ten years of age with a .24 correlation with Math Achievement, .31 with Reading Achievement and .27 with GPA. The Occupational Value of Variety gave the opposite of the hypothesis, at both age ten and age fourteen, with the achievement measures. It appeared to be that those who selected the Occupational Value of Variety tended in the average to be less good in the achievement measures than others. The actual correlations ranged from -.16 to -.26 with a median value of -.18. Finally, the Intrinsic Occupational Value gave a number of correlations, not any higher than those that we have seen up to now, which were significant and positive, particularly at age ten, with the criterion measures.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

Although the hypothesis was largely false, there were exceptions for certain Occupational Values. Thus, the Occupational Value of Security made the hypothesis true for ten-year-old in its correlations with Math, Reading and GPA. The Occupational Value of Surroundings had significant negative relationships with BRS Task Achievement, Interpersonal Relations, Implementation, Initiation and Solver at ten years of age, and

with Reading Achievement, BRS Initiation and Solver at age fourteen. The Occupational Value of Associates showed negative correlations at fourteen years of age with BRS Task Achievement, Interpersonal Relations, Implementation, Initiation, and Solver, and at ten years of age with Achievement GPA. Finally, the Total Extrinsic score for the Occupational Value made the hypothesis nearly true at age ten for its negative correlations with Reading and GPA Achievement, BRS Task Achievement, Interpersonal Relations, Implementation, Initiation, Solver and Aggression. At age fourteen it had negative correlations with BRS Interpersonal Relations and Solver. On the other hand, two of the values showed a few correlations contrary to the hypothesis, thus the Occupational Value of Success had positive correlations of .16 with Reading Achievement and .20 with GPA Achievement and .14 with BRS Implementation and Solver. Finally, interestingly enough, the Occupational Value of Follow Father at fourteen years of age showed significant, if small, correlations with Math and Reading Achievement of .14 and .16.

Hypothesis 68: There will be negative relationships between the status level of Occupational Aspiration, Occupational Expectation and Educational Aspiration and the Criterion measures.

The hypothesis was true for the ten-year-olds and largely true for the fourteen-year-olds. It was, indeed, a testimony to the significant amount of unrealism of the occupational and educational aspirations of these ten- and fourteen-year-old children. The correlations ranged from a small -.13 to a substantial -.45, with a median of -.31. The correlations were generally higher at age ten than they were at age fourteen, where, in two cases, for Occupational Expectations there were no correlations. The finding that there was a negative correlation of -.45 between Reading Achievement and Educational Aspirations at age ten, and of -.32 at age fourteen, stressed the extent to which it was indispensable, in vocational orientation, to pay attention to both the achievement criteria and the aspirations before reaching any conclusion about the realistic academic future of these children. If the discrepancy between their achievement measures and their occupational and educational aspirations is large, one should be very cautious and very wise in the guidance.

Hypothesis 69: There will be negative relationships between the Occupational Interest discrepancy score and the Criterion measures.

The hypothesis was false for Variable 34 which is discrepancy between the objective status level of the subject's expectation and the subject's aspiration. It was, however, true for the fourteen-year-olds, in regards to the discrepancy between the objective status level of the father's occupation and the objective status level of the child's aspiration. This means, therefore, that those who have the largest discrepancy between their aspirations for occupation and the objective level of the

father's occupation, will tend at fourteen years of age to have a lesser score in the achievement criteria for Math, Reading and GPA. There were no correlations between these two variables and the BRS Criterion measures.

Hypothesis 70: There will be a positive relationship between the SAI Good Coping measures and the Criterion measures.

The hypothesis was true at the ten-year-old level for the achievement measures, but not in general for the BRS criterion measures. The good coping measures, at age ten, correlated with Math Achievement from .16 to .24, with Reading Achievement from .21 to .35 and with GPA from .24 to .31. At fourteen years of age there were no correlations, except three, which were actually negative. It certainly appeared that the SAI may be a valid measure at age ten but not at age fourteen, for these purposes at least. The SAI Good Coping score for Interpersonal Relations showed several other correlations at age ten and at age fourteen: at age ten with BRS Initiation, Solver and Aggression, and at age fourteen with BRS Interpersonal Relations and Self-Assertion.

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the criterion measures.

This hypothesis was generally false. However, particularly for the achievement measures, several of the variables of the Views of Life made the hypothesis either true or mainly true. Let us see then the exceptions to the generalized opening statement. It is interesting to note that the generalized Locus of Control should have so many significant correlations with the criterion measures. There were seven out of twelve possible intercorrelations that were significant. They are: .16 Reading, .18 with BRS Task Achievement, .14 with BRS Authority, .20 with BRS Implementation, .18 with BRS Self-Assertion, .18 with BRS Initiation and .27 with BRS Solver. On the contrary and strangely, the Academic Locus of Control didn't have any positive correlation and one negative with Reading of -.15. Variable 48, Intrinsic/Extrinsic Value of Work showed all three intercorrelations with the achievement measures significant and ranging from .14 to .33, .19 with Math, .33 with Reading and .14 with GPA. Variable 51, Independent/Interdependent showed a correlation of .25 with Math and .26 with Reading. Variable 52, Earned/Bestowed Status showed the largest intercorrelations with the achievement measures with .40 with Math, .41 with Reading and .18 with GPA. Variable 62, Views of Life, made, again, the hypothesis true for the achievement measures with .18 with Math, .14 with Reading and .20 with GPA. Finally, it is interesting to note that the two variables which have to do with Self-Solver/Other Solver and Self/Joint Implementations, gave, as it might be expected from the theory of affiliation and cooperation in Mexico, negative intercorrelations with the achievement measures ranging from -.14 to -.27. Perhaps the main importance of the

data of this hypothesis is that they pinpoint those subsyndromes of the Views of Life, which showed the greatest promise of becoming predictors of academic achievement. The scales with promise can be lengthened in the future.

Hypothesis 72: There will be a positive relationship between the criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior. a) Stance.

The hypothesis was false for Stance before Aggression and Stance before Task Achievement of the Sentence Completion, but it was almost completely true, at ten years of age, for Stance before Authority, less than halfway true for Stance before Anxiety. For Stance before Interpersonal Relations and the achievement criterion measures it was true, and almost completely true for the Total Stance score of the Sentence Completion. The results, for the fourteen-year-olds, made the hypothesis false with a few random exceptions. It may be concluded in general that the Sentence Completion Stance measure was validated at age ten but not at age fourteen.

Hypothesis 73: There will be a positive relationship between the criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior. b) Engagement.

The hypothesis was generally false for the BRS criterion measures. It was true for the relationship of some of the areas of behavior and the achievement measures. Thus, and only at the ten-year-old level, Engagement before Authority had correlations ranging from .14 to .30 with achievement measures, Engagement before Interpersonal Relations had correlations of .23 to .35, Engagement before Task Achievement had a plus .18 correlation with Reading and a plus .16 correlation with GPA. The Total Engagement score had a .23 correlation with Mathematic Achievement, .30 with Reading Achievement and .38 with GPA. One can conclude from this, that, like in the case of Stance, it is the areas of Authority and Interpersonal Relations that do correlate with actual achievement in Mexico. The hypothesis was false for the fourteen-year-olds. In some cases it was actually the opposite of the hypothesis, as it happened with Engagement before Aggression which correlated negatively -.24 with Reading Achievement, -.16 with GPA, and -.14 with BRS Task Achievement.

Hypothesis 74: There will be a positive relationship between the criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior. c) Aid/Advice.

Aid/Advice is a funny score. The highest scores were given to those who solved problems without aid or advice from others. Midpoint scores were given to those who solved the problem with the aid or advice of others and the low scores were given to those who did not even engage the problem. I wonder what would happen if the highest scores in Mexico were given to those who solved the problem with the aid or advice of others, and the medium scores to those who solved them by themselves. The scoring, as it is, favors the individualistic active approach to life. The hypothesis was false for some of the areas of behavior, it was mainly true at ten years of age for some other areas of behavior and it showed a scattering of validity with some of the criterion measures. Compared with others, the achievement measures were the ones that correlated the best. Again, Aid/Advice in the area of Authority and Aid/Advice in the area of Interpersonal Relations, led all the other areas in the number of correlations. Thus, at age ten, Aid/Advice before Authority showed eight out of twelve possible intercorrelations as significant, the range being from .16 to .34. The largest intercorrelations were .20 with Reading Achievement and .34 with GPA. Aid/Advice in Interpersonal Relations showed relatively good intercorrelations with the achievement measures with .25 with Math, .34 with Reading and .36 with GPA at age ten and .22 with Math, and .14 with Reading at age fourteen. These variables also showed a few scattered significant correlations, particularly at age fourteen, with the BRS. Task Achievement Aid/Advice showed, at age ten, a significant correlation of .19 with Reading and .19 with GPA. Finally, the best measure of all was the Total Aid/Advice with .24 with Math, .36 with Reading and .44 with GPA at age ten and scattered intercorrelations at age ten and age fourteen with the BRS criterion measures.

Hypothesis 75: There will be a positive relationship between the criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.
d) Coping Effectiveness.

Although the hypothesis as stated was largely false, for certain measures and behavior areas and ages, it was either largely true, halfway true, etc. Again, Authority and Interpersonal Relations made a good show. But we have a difference: the showing of Coping Effectiveness with Anxiety which, particularly at age fourteen, showed five significant correlations out of the twelve, fundamentally with the BRS criterion measures. Regarding the achievement measures, the Coping Effectiveness with Authority correlated .16 with Math, .22 with Reading and .33 with GPA. The Coping Effectiveness in Interpersonal Relations, .16 with Math, .27 with Reading and .35 with GPA. Coping Effectiveness before Task Achievement, .21 with Reading and .22 with GPA at age ten. Finally, the Total Coping Effectiveness score showed .16 with Math, .32 with Reading and .42 with GPA, all at age ten, plus scattered significant correlations with the BRS at both age ten and age fourteen.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the criterion measures. e) Attitude.

The hypothesis was true at age ten for Authority and for Anxiety. The Attitude toward Task Achievement showed several significant correlations with the criterion measures at age fourteen. The Total Attitude score, at age ten, correlated significantly with ten out of twelve criterion measures. It may be said, then, that particularly at ten years of age, the measures in regards to Interpersonal Relations and Anxiety did correlate significantly with the achievement criterion measures; while at age fourteen it was only Attitude toward Task Achievement that related to actual achievement. This may be true developmental shift in values. In Stage I, there were no positive correlations among the Attitude variables and the criteria.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the criterion measures. f) Sentence Positive Affect.

This hypothesis was largely false.

Hypothesis 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

Although this hypothesis was largely false, there were sufficient intercorrelations in the suggested direction to make a commentary. The hypothesis was certainly false for Math, but it was partially true for Reading. Thus, there was a -.15 intercorrelation with Authority Depressive Affect, -.18 with Anxiety Hostile Affect, -.16 with Interpersonal Relations Hostile Affect and -.14 with the Total Hostile Affect at age ten, and at age fourteen -.15 with Aggression Depressive, -.14 with Interpersonal Relations Depressive and -.15 with Total Depressive. For GPA, there was a -.28 correlation with Anxiety Hostile Affect, -.25 with Interpersonal Relations Hostile Affect and -.28 with Total Hostile. A hostile attitude in Mexico certainly does not pay, particularly in regard to authority and interpersonal relations. The patterning in Mexico tends to make smiling, friendly, happy interactors.

Hypothesis 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures. b) Sentence Hostile and Depressive Affect versus BRS.

The hypothesis was generally false.

Hypothesis 79: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. a) Stance.

The hypothesis was false for the BRS criterion measures. With few exceptions, the hypothesis was also false for the achievement measures. Math Achievement had significant correlations in the direction of the hypothesis at ten years of age and against the hypothesis at age fourteen. Thus, it had a significant correlation of .19 with Story Six, Anxiety, at age ten and a negative correlation of -.16 at age fourteen. It had a positive correlation at age fourteen with Story Two, Interpersonal Relations Stance, and a negative correlation with Story One, Academic Task Achievement, at age fourteen and a positive correlation with Total Stance at age ten. Reading Achievement had another three inconsistent correlations with Stance.

Hypothesis 80: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. b) Engagement.

The hypothesis was entirely false for the BRS and showed the same inconsistent correlations in pretty much the same behavior areas as it happened with Stance.

Hypothesis 81: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. c) Initiation.

With a few exceptions in some of the variables, this hypothesis was also generally false. However, particularly at age ten, there were significant positive correlations between Initiation for Story Three, Aggression, and the three achievement measures. There were also significant correlations ranging from .19 to .26 at ten years of age, between Initiation in Story Two, Interpersonal Relations, and the achievement measures. The same variable had the largest number of significant relationships, showing five significant out of nine possible intercorrelations with the BRS criterion measures, .19 with Task Achievement BRS, .15 with Authority BRS, .17 with Implementation BRS, .17 with Initiation BRS, and .17 with BRS Solver.

Hypothesis 82: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. d) Aid/Advice.

The hypothesis was generally false with a few exceptions, mainly at ten years of age. Thus, Aid/Advice in Story Three, Aggression, gave seven significant out of twelve possible correlations. The highest intercorrelation was between this variable and Reading Achievement with .25 followed by .18 with GPA, .18 with BRS Solver and .17 with BRS

Aggression, etc. Story Five, Aid/Advice for Authority, gave five significant out of the twelve possible intercorrelations. There were a few other scattered intercorrelations.

Hypothesis 83: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. e) Solver.

The hypothesis for the BRS was largely false. In regard to the achievement criterion measures, there were several of the variables of the Story Completion which gave three significant out of three correlations. Probably the most important one, since it gave three intercorrelations at age ten and two at age fourteen was Story Two, Solver for Interpersonal Relations. It showed .29 at age ten and .25 at age fourteen with Math, .27 at age ten and .15 at age fourteen with Reading and .24 at age ten with GPA. Story Five, Solver for Authority, gave .21 with Math, .22 with Reading and .18 with GPA at age ten, and Story Three, Solver for Aggression, showed .14 with Math, .29 with Reading and .23 with GPA at age ten. This particular variable showed, also, a few significant correlations with the BRS. In general, the Solver variable in the Story Completion showed significant positive relationships for the behavior areas of Interpersonal Relations, Authority and Aggression.

Hypothesis 84: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. f) Implementation.

Again, the hypothesis was largely false with a few exceptions. Thus, Implementation for Story Three, Aggression, showed eight out of twelve intercorrelations at a significant level. It correlated .16 with Math, .29 with Reading, .29 with GPA and had five intercorrelations with BRS criterion measures, all at the ten-year-old level. Interpersonal Relations, Implementation, Story Two had two intercorrelations at age fourteen, .21 with Math., and .14 with Reading and one at age ten, .19 with GPA.

Hypothesis 85: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. g) Outcome.

The hypothesis was generally false, only Story Three, Aggression, and Anxiety Story Four, showed their outcome score correlating with the achievement variables at age ten and in one case at age fourteen. The correlations ranged from .15 to .27.

Hypothesis 86: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. h) Evaluation of Outcome.

This hypothesis was largely false with very few exceptions. As a matter of fact, if anything, at age fourteen the contrary to the hypothesis may be found in scattered negative correlations.

Hypothesis 87: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. i) Coping Effectiveness.

The hypothesis again was largely false. Only Coping Effectiveness for Story three, Aggression, Coping Effectiveness for Story Five, Authority and Coping Effectiveness for Story Two, Interpersonal Relations, and Coping Effectiveness for Nonacademic Task Achievement, produced some intercorrelations with the achievement measures at the ten-year-old level. Thus, Story Three, Aggression, correlated .16 with Math, .26 with Reading and .26 with GPA; Authority correlated .16 with Math at age fourteen and .16 at age ten with Reading, Interpersonal Relations, .22 with Reading and .22 with GPA at age ten and .14 with Math at age fourteen, etc.

Hypothesis 88: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. j) Instrumentality.

With very few exceptions, the hypothesis was false for the BRS measures and with a relatively greater number of exceptions it was also false for the achievement measures. The exceptions are: Instrumentality for Aggression, Story Three, with three out of six intercorrelations significant, Authority, Story Five with three out of six too, Story Two, Interpersonal Relations with three out of six, and the only variable that made the hypothesis true for the achievement measures, at both age ten and age fourteen, was the Total Score for Instrumentality. These correlations ranged from .14 to .32 with a median of .20.

Hypothesis 89: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions. k) Positive Affect of the Hero.

This hypothesis was false. As a matter of fact, of the few significant intercorrelations, the largest number by far were negative rather than positive.

Hypothesis 90: There will be a negative relationship between the criterion measures and the Story Completion Negative Affect dimensions. 1) Negative Affect Hero.

This hypothesis was almost entirely false. As a matter of fact, of the very few significant correlations, most were in the opposite direction to the hypothesis.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and achievement measures.

The hypothesis was largely false, and, in two cases, it was the opposite. Thus, the Self-Concept correlated positively with the GPA at age fourteen, the Parent/Child Interaction correlated positively with the Raven and negatively with the Reading Achievement at age ten. The Mother Interaction correlated negatively with the Reading Achievement at age ten and positively with the GPA at age fourteen.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

This hypothesis was false.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

Although the hypothesis was largely false, it was true between the Self-Concept at age fourteen and the Total Positive Implementation and the Total Positive Initiation of the BRS. The same similar correlations existed at fourteen years of age for the Mother Interaction variable.

TABLE 3

MATRICES OF THEORETICAL CORRELATIONS - PAGE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1		2		3		4	
		APTITUDE		MATH		READING		G.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.52	.50	.59	.42	.53	.41
2	MATH	.52	.50			.62	.57	.53	.48
3	READING	.59	.42	.62	.57			.58	.44
4	GRADE POINT AVERAGE	.53	.41	.53	.48	.58	.44		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5		6		7		8		9		10		11		12		13	
		IPE 1		IPE 3		BRS 4		BRS 5		BRS 6		BRS 7		BRS 8		BRS 9		BRS 10	
		A - TA		AUTHORITY		IPE		IMPLEM. T.		SELF-ASSER		INITIATION		SOCIER		AGGRESSION		ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.34	.28	.26		.26		.34	.19			.31	.26	.31		.25	.14	-.22	
3	READING	.45	.28	.40	.17	.36		.42	.22	.17		.39	.28	.42	.21	.34			
4	GRADE POINT AVERAGE	.44	.51	.37	.22	.40	.17	.45	.44			.43	.50	.42	.27	.38	.33	-.25	-.30

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14		15		16		17		19		20		21		27	
		OCC. VAL. ALTRISM		OCC. VAL. ESTHETICS		OCC. VAL. INDEP.		OCC. VAL. MANAGEMENT		OCC. VAL. SELF-SATIS		OCC. VAL. INTEL.STIM		OCC. VAL. CREATIVITY		OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM					-.22		-.20	-.19	.28	.15						
15	ESTHETICS									-.18	-.23						
16	INDEPENDENCE	-.22								-.18		-.19	-.16				-.14
17	MANAGEMENT	-.20	-.19								-.25		-.16	-.14	-.15		
19	SELF-SATISFACTION	.28	.15	-.18	-.23	-.18			-.25					-.18			
20	INTELLECTUAL STIMULATION					-.19	-.16		-.16					.14	.24		.26
21	CREATIVITY							-.14	-.15	-.18		.14	.24			.17	
27	VARIETY						-.14						.26	.17			
29	TOTAL INTRINSIC	.28	.28	.41	.32	.16	.26	.17		.23	.25	.36	.41	.37	.42	.34	.35

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18		22		23		24		25		26		28	
		OCC. VAL. SUCCESS		OCC. VAL. SECURITY		OCC. VAL. PRESTIGE		OCC. VAL. ECON. RET.		OCC. VAL. SURROUND.		OCC. VAL. ASSOCIATES		OCC. VAL. FOL. FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS					-.23	-.23	-.14				-.16	-.14	-.16	
22	SECURITY					-.23	-.18	-.18	-.21						
23	PRESTIGE	-.23	-.23	-.23	-.18			.40	.35	-.29	-.31	-.28	-.32		
24	ECONOMIC RETURNS	-.14		.18	.21	.40	.35			-.13	-.20	.18	.22		
25	SURROUNDINGS					-.29	-.30	-.14	-.24			.32	.32	-.24	-.25
26	ASSOCIATES	-.16	-.14			-.28	-.32	-.18	-.22	.32	.37				
28	FOLLOW FATHER	-.16								-.22	-.24				
30	TOTAL EXTRINSIC		.18	.24	.20	.33	.24	.49	.37	.20	.16	.32	.16	.24	.24

TABLE 3

MATRICES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ATTRIB.		15 OCC. VAL. ACHIEV.		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGERIAL		19 OCC. VAL. SELF-REALIZ.		20 OCC. VAL. ESTEEM		21 OCC. VAL. ACTIVITY		22 OCC. VAL. VARIETY		24 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS			-.14		-.25		-.16		.18		.16							.18
22	SECURITY			-.20	-.23		-.23						-.28	-.25	-.22			-.36	-.50
23	PRESTIGE	-.31	-.24						.16	-.35	-.37	-.19					-.21	-.33	-.24
24	ECONOMIC RETURNS	-.38	-.35	-.23				.17	.27	-.27	-.24		-.15		-.23	-.14	-.26	-.49	-.47
25	SURROUNDINGS	.18	.24	.14			-.15	-.20	-.27	.19	.23			-.33	-.14			-.20	-.16
26	ASSOCIATES		.20		-.18				-.32	.14	.19	-.19		-.28	-.16	-.14		-.22	-.16
28	FOLLOW FATHER		-.19		-.17			-.12		-.21	-.18	-.23	-.15					-.44	-.44
30	TOTAL EXTRINSIC	-.28	-.28	.41	.32	-.16	-.26	-.17		-.23	-.25	-.36	-.41	-.37	-.42	-.34	-.35		

HYPOTHESIS 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation
Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. EXP.		36* OCC. INT. ED. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATION			.56	.47	.46	.56
32	OCCUPATIONAL EXPECTATION	.56	.47			.50	.46
36	EDUCATIONAL ASPIRATION.	.46	.56	.50	.46		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	14
34	EXPECTATION-ASPIRATION			.32	.39
35	OCCUPATION-ASPIRATION	.32	.39		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY	
		10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			.30	.26	.33		.39		.26	.31
38	AUTHORITY	.30	.26			.25	.25	.22	.18	.17	.35
39	AGGRESSION	.33		.26	.28			.26	.31	.17	.29
40	INTERPERSONAL RELATIONS	.39		.22	.18	.29	.31			.15	.30
41	ANXIETY	.26	.31	.17	.35	.17	.29	.15	.30		
42	TOTAL SCORE	.64	.44	.61	.61	.71	.70	.67	.70	.51	.64

FIGURE 3

MEXICO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub syndromes plus the Total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V#1 14	44 V#1 14	45 V#1 14	46 V#1 14	47 V#1 14	48 V#1 14	49 V#1 14	50 V#1 14	51 V#1 14	52 V#1 14	53 V#1 14	54 V#1 14	55 V#1 14	56 V#1 14	58 V#1 14	59 V#1 14	60 V#1 14	61 V#1 14	62 V#1 14	63 V#1 14
43	LOCUS OF CONTROL ACADEMIC						.17					.14	.24			.14					.41
44	LOCUS OF CONT. ACTION-INACTION									-.14											
45	IMMEDIATE - DELAYED												.16						.14		24
46	RATE OF ACTION					.15													.18		.40
47	INTRINSIC - EXTRINSIC				.15								.19		-.15		-.27				.33
48	TASK ACH. - IPR	.17								.26											.28
49	COMPETITION - CO-OPERATION											.16			.20	.20					.40
50	INDEPENDENT INTERDEPENDENT												.15				-.23				
51	EARNED STATUS - BESTOWED STATUS		-.14				.26				.24								-.14		.29
52	CONFRONT - AVOID									.24			.22	-.15				.16			.31
53	SELF-INITI OTHER INITI.	.14						.16													.29
54	SELF SOLVER OTHER SOLVER	.24		.16		.19			.15		.22										.52
55	SELF-JOINT IMPLEMENTATION										-.15										.21
56	INSTRUMENT - FANTASY					-.15		.20													.22
58	CONT./EXPRESS-IVITY & ACCEPT.	.14						.20											.27		.36
59	ACT./PASS.					-.27			-.23												
60	UNDER STRESS POS./NEG.										.16								-.14		.26
61	SELF-CONCEPT VIEW OF			.14	.18					-.14						.27		-.14			.29
62	LIFE																				.14
63	TOTAL SCORE	.41		.24	.40	.33	.28	40		.29	.31	.29	.52	.21	.22	.36		.26	.29	.14	

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE ACCRESSION 10	14	83 STANCE AUTHORITY 10	14	92 STANCE ANXIETY 10	14	74 STANCE IPR 10	14	65 STANCE TASK ACH. 10	14
100	STANCE ACCRESSION			.23	.19	.19	.14		.19		
83	AUTHORITY	.23	.19			.32	.29	.35	.29		.10
92	ANXIETY	.19	.14	.32	.29				.23		.14
74	INTERPERSONAL RELATIONS		.19	.35	.29		.23				
65	TASK ACHIEVEMENT				.19		.14				
109	TOTAL STANCE	.47	.48	.80	.76	.54	.60	.64	66	.34	.37

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT ACCRESSION 10	14	84 ENGAGEMENT AUTHORITY 10	14	93 ENGAGEMENT ANXIETY 10	14	75 ENGAGEMENT IPR 10	14	66 ENGAGEMENT TASK ACH. 10	14
101	ENGAGEMENT ACCRESSION					.19	.20				.15
84	AUTHORITY						.17	.24	.20		
93	ANXIETY	.19	.20		.17			.15	.17	.19	.15
75	INTERPERSONAL RELATIONS			.24	.20	.14	.17				
66	TASK ACHIEVEMENT		.15			.19	.15				
110	TOTAL ENGAGEMENT	.49	.39	.60	.60	.50	.63	.65	.60	.3	.39

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION					.16	.18				
76	AUTHORITY					.27	.21		.19	.19	
85	ANXIETY	.16	.18	.27	.21				.15	.21	
	INTERPERSONAL										
94	RELATIONS				.19		.15			.19	.17
	TASK										
102	ACHIEVEMENT			.19		.21		.19	.17		
	TOTAL										
111	AID/ADVICE	.51	.49	.67	.64	.66	.62	.48	.61	.43	.33

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.25	.26	.21	.27	.26	.18	.17	.21
86	AUTHORITY	.25	.26			.28	.38	.37	.38	.20	.24
95	ANXIETY	.21	.27	.28	.38				.33	.15	
	INTERPERSONAL										
77	RELATIONS	.26	.18	.37	.38		.33			.17	.17
	TASK										
68	ACHIEVEMENT	.17	.21	.20	.24	.15		.17	.17		
	TOTAL										
112	COPING EFF.	.57	.55	.76	.77	.53	.64	.67	.70	.49	.45

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.69	.71	.72	.72	.88	.87
	TOTAL								
110	ENGAGEMENT	.69	.71			.96	.95	.71	.72
	TOTAL								
111	AID/ADVICE	.72	.72	.96	.95			.77	.75
	TOTAL								
112	COPING EFF.	.88	.87	.71	.72	.77	.75		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY							.20	
91	ANXIETY								.19
	INTERPERSONAL								
73	RELATIONS								
	TASK								
64	ACHIEVEMENT	.22			.19				
	TOTAL								
108	ATTITUDE	.71	.67	.37	.50	.56	.62	.58	.51

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST.AFF. AGGRESSION		87 HOST.AFF. AUTHORITY		96 HOST.AFF. ANXIETY		78 HOST.AFF. IPR		69 HOST.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.22	.18						
87	AUTHORITY	.22	.18			.17		.18	.19		
96	ANXIETY			.17				.29	.14	.23	
	INTERPERSONAL										
78	RELATIONS			.18	.19	.29	.14				
	TASK										
69	ACHIEVEMENT					.23					
	TOTAL HOSTILE										
113	AFFECT	.56	.64	.64	.66	.61	.43	.65	.60	.27	.20

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRS.AFF. AGGRESSION		88 DEPRE.AFF. AUTHORITY		97 DEPRE.AFF. ANXIETY		79 DEPRE.AFF. IPR		70 DEPRE.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS.AFF.										
105	AGGRESSION			.22	.19		.17	.15	.19	.14	
88	AUTHORITY	.22	.19			.21	.28	.21	.32	.20	.23
97	ANXIETY		.17	.21	.28			.19	.21	.14	
	INTERPERSONAL										
79	RELATIONS	.15	.19	.21	.32	.19	.21				
	TASK										
70	ACHIEVEMENT	.14		.20	.23	.14					
	TOTAL										
114	DEPRESSIVE	.41	.39	.77	.77	.60	.67	.58	.66	.38	.33

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT.AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.19	.24	.20	.25	.17	.23		.27
89	AUTHORITY	.19	.24			.31	.32	.29	.47	.17	.27
98	ANXIETY	.20	.25	.31	.32			.31	.30	.20	
	INTERPERSONAL										
80	RELATIONS	.17	.23	.29	.47	.31	.30			.16	
	TASK										
71	ACHIEVEMENT		.27	.17	.27	.20		.16			
	TOTAL										
115	NEUTRAL AFF.	.49	.58	.75	.79	.68	.65	.66	.71	.38	.40

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS.AFF. AGGRESSION		90 POS.AFF. AUTHORITY		99 POS.AFF. ANXIETY		81 POS.AFF. IPR		72 POS.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										
99	ANXIETY										
	INTERPERSONAL										
81	RELATIONS										
	TASK										
72	ACHIEVEMENT										
	TOTAL										
116	POS. AFFECT					.78	.95	.31		.56	.44

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.17	-.18				

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE		.14	-.41	-.48	-.59	-.65	.14	.17
110	TOTAL ENGAGEMENT			-.41	-.47	-.26	-.37	.26	.16
111	TOTAL AID/ADVICE			-.42	-.49	-.29	-.37	.24	.19
112	TOTAL COPING EFF.			-.54	-.69	-.59	-.69	.22	.23

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	STORY 3 AGGRESSION					.29		.25				.19			.17
177	STORY 5 AUTHORITY													.23	
163	STORY 4 ANXIETY			.29											
191	STORY 6 ANXIETY			.25											
135	STORY 2 IPR														
121	STORY 1 ACAD.TASK ACH.					.19									
205	STORY 7 NA - TASK ACH.						.17			.23					
219	TOTAL STANCE	.20	.32	.60	.46	.51	.56	.61	.49	.26	.26	.52	.42	.24	.33

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	STORY 3 AGGRESSION					.29		.24				.17			
178	STORY 5 AUTHORITY			.29								.21			.16
164	STORY 4 ANXIETY			.24									.19		
192	STORY 6 ANXIETY													.13	
136	STORY 2 IPR														
122	STORY 1 ACAD.TASK ACH.	.23	.18	.17		.21			.19						
206	STORY 7 NA - TASK ACH.						.16			.14					
220	TOTAL ENGAGEMENT	.32	.33	.38	.34	.45	.38	.40	.33	.17	.19	.36	.30	.22	.28

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - BLOCK III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION											.16			
	STORY 5														
179	AUTHORITY					.26		.26		.12	.16	.14			
	STORY 4														
165	ANXIETY			.26								.27			.17
	STORY 6														
193	ANXIETY			.26						.18	-.16				
	STORY 2														
137	IPR			.12	.16			.18	-.16						
	STORY 1														
123	ACAD.TASK ACH.	.16		.14		.27									
	STORY 7														
207	NA - TASK ACH.						.17								
	TOTAL														
221	INITIATION	.57	.53	.55	.37	.43	.51	.60	.34	.38	.24	.53	.43	.28	.29

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION														
	STORY 5						.15	.19				.15			
180	AUTHORITY														
	STORY 4				.15						.18				
166	ANXIETY														
	STORY 6			.19											
194	ANXIETY														
	STORY 2						.18								
138	IPR														
	STORY 1														
124	ACAD.TASK ACH.			.15											
	STORY 7												-.13		
208	NA - TASK ACH.														
	TOTAL														
222	AID/ADVICE	.56	.53	.50	.44	.39	.43	.52	.36	.23	.37	.50	.44	.28	.26

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
153	AGGRESSION									.18					
	STORY 5						.17	.14							
181	AUTHORITY														
	STORY 4				.17						.15				
167	ANXIETY														
	STORY 6			.14							.17	.15			
195	ANXIETY														
	STORY 2						.15		-.17					.15	
139	IPR	.18													
	STORY 1							.15							
125	ACAD.TASK ACH.									.14					
	STORY 7														
209	NA - TASK ACH.														
	TOTAL														
223	SOLVER	.52	.50	.50	.38	.51	.52	.58	.32	.16	.29	.52	.42	.28	.30

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3													.17	
154	AGGRESSION														
	STORY 5					.18		.21			.15	.18			.15
182	AUTHORITY														
	STORY 4			.18											
168	ANXIETY														
	STORY 6			.21											
196	ANXIETY														
	STORY 2				.15									.24	
140	IPR														
	STORY 1			.18											
126	ACAD.TASK ACH.														
	STORY 7				.15					.24					
210	NA - TASK ACH.	.17													
	TOTAL														
224	IMPLEMENTATION	.53	.52	.54	.42	.44	47	.59	.40	.22	.22	.53	.41	.35	.32

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3			.14		.26			.14			.16			.16
155	AGGRESSION														
	STORY 5	.14				.30		.15		.15		.16		.16	
183	AUTHORITY														
	STORY 4	.26		.30								.26			
169	ANXIETY														
	STORY 6		.14	.15											.22
197	ANXIETY														
	STORY 2			.15								.14			
141	IPR														
	STORY 1	.16		.16		.26				.14					
127	ACAD.TASK ACH.														
	STORY 7		.16	.16					.22						
211	NA - TASK ACH.														
	TOTAL														
225	OUTCOME	.47	.47	62	.41	.64	.54	.45	.52	.40	29	.53	.49	.38	.41

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3					.15			.29	.20				.16	
156	AGGRESSION														
	STORY 5						.14	.16	.12			.23		.17	
184	AUTHORITY														
	STORY 4	.15			.14										.18
170	ANXIETY														
	STORY 6		.29	.16											
198	ANXIETY														
	STORY 2	.20										.17			
142	IPR														
	STORY 1			.23						.17				.21	
128	ACAD.TASK ACH.														
	STORY 7	.16		.17			.18					.21			
212	NA - TASK ACH.														
	TOTAL EVAL.														
226	OF OUTCOME	.51	.44	.54	.42	.40	.42	.46	.44	.51	.36	54	.49	.48	.46

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION									.16		.24	.15		
	STORY 5														
185	AUTHORITY					.32	.16	.28		.14	.15	.20			
	STORY 4														
171	ANXIETY			.32	.16			.14			.23	.25			
	STORY 6														
199	ANXIETY			.28		.14									
	STORY 2														
143	IPR	.16		.14	.15		.23							.30	
	STORY 1														
129	ACAD.TASK ACH.	.24	.15	.20		.25								.16	
	STORY 7														
213	NA - TASK ACH.									.30		.16			
	TOTAL														
227	COPING EFF.	.57	.55	.61	.44	.52	.53	.59	.43	.36	.31	.59	.47	.34	.29

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - Ta	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION							.19				.23			
	STORY 5														
190	AUTHORITY					.28		.17							.16
	STORY 4														
176	ANXIETY			.28				.19				.19			
	STORY 6														
204	ANXIETY	.19		.17		.19						.19		.21	
	STORY 2														
148	IPR													.18	
	STORY 1														
134	ACAD.TASK ACH.	.23				.19		.19							
	STORY 7														
218	NA - TASK ACH.				.16			.21		.18					
	TOTAL														
232	INSTRUMENTALITY	.50	.38	.55	.49	.53	.49	.65	.41	.41	.34	.43	.22	.44	.56

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.90	.81	.84	.77	.67	.65	.75	.68	.74	.66
	TOTAL												
220	ENGAGEMENT	.90	.81			.93	.88	.76	.74	.81	.75	.80	.75
	TOTAL												
221	INITIATION	.84	.77	.93	.88			.79	.80	.87	.82	.83	.82
	TOTAL												
222	AID/ADVICE	.67	.65	.76	.74	.79	.80			.78	.78	.79	.81
	TOTAL												
223	SOLVER	.75	.68	.81	.75	.87	.82	.78	.78			.88	.87
	TOTAL												
224	IMPLEMENTATION	.74	.66	.80	.75	.83	.82	.79	.81	.88	.87		
	TOTAL												
225	OUTCOME	.61	.54	.68	.57	.65	.54	.54	.40	.60	.49	.61	.52
	TOTAL EVAL.												
226	AT OUTCOME	.32	.26	.34	.33	.29	.34	.25	.26	.34	.32	.34	.31
	TOTAL												
227	COPING EFFECT.	.85	.80	.92	.88	.93	.92	.82	.81	.93	.88	.90	.89
	TOTAL RESPONSE												
228	STYLE		-.19		-.18				-.15		-.14		
	TOTAL												
232	INSTRUMENTALITY	.61	.58	.69	.60	.72	.69	.55	.57	.66	.55	.69	.61

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTCOME		226 COP. EFF. EVAL.OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES.LENGTH		232 COP. EFF. INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14
225	TOTAL OUTCOME			.51	.51	.82	.74			.52	.41
226	TOTAL EVAL. OF OUTCOME	.51	.51			.45	.49	.16		.27	.22
227	TOTAL COP.EFFECT.	.82	.74	.45	.49					.76	.69
228	TOTAL RESPONSE LENGTH			.16						.24	.15
232	TOTAL INSTRUMENTALITY	.52	.41	.27	.22	.76	.69	.24	.15		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
158	STORY 3 AGGRESSION			.61	.57	.63	.64	.56	.53	.53	.64	.46	.62	.50	.48
186	STORY 5 AUTHORITY	.61	.57			.63	.61	.65	.65	.49	.61	.37	.49	.62	.57
172	STORY 4 ANXIETY	.63	.64	.63	.61			.60	.58	.51	.62	.39	.58	.60	.47
200	STORY 6 ANXIETY	.56	.53	.65	.65	.60	.58			.48	.53	.31	.50	.55	.47
144	STORY 2 IPR	.53	.64	.49	.61	.51	.62	.48	.53			.67	.66	.47	.41
130	STORY 1 ACAD.TASK ACH.	.46	.62	.37	.49	.39	.58	.31	.50	.67	.66			.33	.41
214	STORY 7 NA - TASK ACH.	.50	.48	.62	.57	.60	.47	.55	.47	.47	.41	.33	.41		
228	TOTAL LENGTH OF RESPONSE	.79	.82	.82	.82	.81	.82	.77	.78	.77	.81	.66	.78	.76	.69

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
159	STORY 3 AGGRESSION				.18				.14		.27		.18	.17	.20
187	STORY 5 AUTHORITY		.18			.18		.19	.32					.16	
173	STORY 4 ANXIETY			.18				.19						.24	
201	STORY 6 ANXIETY		.14	.19	.32	.19				.16			.20		.20
145	STORY 2 IPR		.27					.16				.21			.23
131	STORY 1 ACAD.TASK ACH.		.18						.20	.21				.21	
215	STORY 7 NA - TASK ACH.	.17	.20	.16		.24		.13	.20		.23	.21			
229	TOTAL POSITIVE AFF.	.32	.47	.38	.41	.56	.44	.47	.42	.57	.64	.50	.52	.61	.56

FIGURE 3

MEXICO (ALL) - SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
160	AGGRESSION					.21		.15		.19		.14			
	STORY 5														
188	AUTHORITY					.28	.20			.15	.19	.21	.15		
	STORY 4														
174	ANXIETY	.21		.28	.20			.21	.20		.21		.34	.24	.46
	STORY 6														
202	ANXIETY	.15				.21	.20						.28		.29
	STORY 2														
146	IPR	.19		.15	.19		.21					.19			.20
	STORY 1														
132	ACAD.TASK ACH.	.14		.21	.15		.34		.28	.19					.29
	STORY 7														
216	NA - TASK ACH.					.24	.46		.29		.20		.29		
	TOTAL NEGATIVE														
230	AFFECT HERO	.57	.28	.53	.47	.66	.73	.54	.57	.42	.46	.36	.52	.37	.62

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 Story 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
161	AGGRESSION					.21						.16	-.12	.19	.14
	STORY 5														
189	AUTHORITY					.30	.18		.16		.14		.14	.17	
	STORY 4														
175	ANXIETY	.21		.30	.18						.14		.16	.25	.31
	STORY 6														
203	ANXIETY			.13	.16						.19				.29
	STORY 2														
147	IPR				.14		.14		.19			.21	.21		.30
	STORY 1														
133	ACAD.TASK ACH.	.16			.14		.16			.21	.21			.12	.20
	STORY 7														
217	NA - TASK ACH.	.19	.14	.17		.25	.31		.29		.30		.20		
	TOTAL AFFECT														
231	HERO & OTHERS	.54	.39	.43	.42	.53	.55	.60		.44	.62	.38	.43	.45	.65

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect x Total Coping Style Measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL. OUTC		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE																				
229	AFFECT HERO				.16									.14	.27	.33	.30		.19	.14	
	TOTAL NEGATIVE																				
230	AFFECT HERO		-.28	-.20	-.30		-.27	-.14	-.24		-.31		-.27	-.22	-.13			-.17	-.28		

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 1																
130	RES. LENGTH		-.25			.23							-.24				-.21
	STORY 2																
144	RES. LENGTH			.17		.14							-.19				
	STORY 3																
158	RES. LENGTH							-.15		-.16							-.14
	STORY 4																
172	RES. LENGTH																
	STORY 5																
186	RES. LENGTH																
	STORY 6																
200	RES. LENGTH																
	STORY 7																
214	RES. LENGTH																
	TOTAL RESPONSE																
228	LENGTH					.19							.17				

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimensions and Coping Effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
100	AGGRESSION																
83	AUTHORITY		.14														
92	ANXIETY				.21										.18		.19
74	IPR																
65	TASK ACH.												.24				
	TOTAL																
109	STANCE				.14												

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 TOTAL ENGAGEMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
101	AGGRESSION										-.14						
84	AUTHORITY	.14															
93	ANXIETY				.15										.14		
	INTERPERSONAL																
75	RELATIONS																
	TASK																
66	ACHIEVEMENT	.14															
	TOTAL																
110	ENGAGEMENT	.19														.14	

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
102	AGGRESSION									.16							
85	AUTHORITY	.17	.14													.14	
94	ANXIETY																
	ACADEMIC																
67	TASK ACH.	.17	.15														
	TOTAL																
111	AID/ADVICE	.20	.19							.20						.14	

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
103	AGGRESSION	.19				.15										.23	
86	AUTHORITY	.18	.18													.16	
95	ANXIETY	.15			.19		.15								.21		.17
	INTERPERSONAL																
77	RELATIONS	.25									.15			.17		.22	.14
	TASK																
68	ACHIEVEMENT	.17											.22			.14	.17
	TOTAL																
112	COPING EFF.	.31	.17	.15	.14					.1						.27	.1

FIGURE 3

MEXICO TABLES OF SPECIFICAL CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

	SENTENCE	159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	209 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 NA - TA 10	14	229 TOTAL POS. AFF. HERO 10	14
	POSITIVE AFFECT																
107	AGGRESSION																
	POSITIVE AFFECT																
90	AUTHORITY																
	POSITIVE AFFECT																
99	ANXIETY																
	POSITIVE AFFECT																
81	IPR																
	POSITIVE AFFECT											.15				.16	
72	TASK ACH.		.31														
	TOTAL															.16	
116	POSITIVE AFFECT		.15							.18							

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	201 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 NA - TA 10	14	229 TOTAL POS. AFF. HERO 10	14
	AGGRESSION					-.15						-.20				-.14	
104	HOSTILE																
	AGGRESSION							.14									
105	DEPRESSIVE																
	AUTHORITY			-.14										-.15			
87	HOSTILE																
	AUTHORITY							.18									
88	DEPRESSIVE																
	ANXIETY																
96	HOSTILE		.15														
	ANXIETY													.14		.15	
97	DEPRESSIVE					.17		.18									
	IPR													-.14			
78	HOSTILE																
	IPR				.15				.16								
79	DEPRESSIVE												.18		.16		.20
	TASK ACH.																
69	HOSTILE																
	TASK ACH.																
70	DEPRESSIVE																
	TOTAL			-.14								- 15		-.16	.15	-.22	
113	HOSTILE																
	TOTAL							.21						.15			
114	DEPRESSIVE																

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14	230 TOTAL NEG. AFFECT 10	14
	NEGATIVE AFF.																
107	AGGRESSION																
	POSITIVE AFF.																
90	AUTHORITY																
	POSITIVE AFF.			.20				.14									
99	ANXIETY																
	POSITIVE AFF.																
81	IPR																
	POSITIVE AFF.																
72	TASK ACH.																
	TOTAL			.16				.15								.16	
116	POSITIVE AFF.																

HYPOTHESIS 43d: The Story Completion Positive Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect

		150 Story 3 AGGRESSION STORY		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		144 Story 2 IPR		132 Story 1 A - TA		216 Story 7 SA - TA		230 TOTAL NEG. AFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE		.15				.17					.21					
	AGGRESSION																
105	DEPRESSIVE										.14						
	AUTHORITY																
87	HOSTILE		.14									.17					
	AUTHORITY																
88	DEPRESSIVE														.21		
	ANXIETY																
96	HOSTILE																
	ANXIETY																
97	DEPRESSIVE						.14								.18		.16
	IPR																
78	HOSTILE																
	IPR																
79	DEPRESSIVE		-.16					.14				.20				.17	
	TASK ACH.																
69	HOSTILE						.16		.14		.25		.24			-.18	.25
	TASK ACH.																
70	DEPRESSIVE		.14		.17		.24						.17		.24		.25
	TOTAL																
113	HOSTILE		.20				.19					.20					
	TOTAL																
114	DEPRESSIVE						.16								.24		.16

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE		66 TASK ACH. ENGAGEMENT		67 TASK ACH. AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
37	TASK ACH.	.20	.18	.17		.20		.20		.19		.22	
	TOTAL												
42	SAI SCORE	.22	.28	.15		.21		.28	.16	.28	.18	.31	.15

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures on the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
40	IPR	.20		.19		.20		.17	.15			.14	
	TOTAL												
42	SAI SCORE	.25		.24		.25		.28	.16	.28	.18	.31	.15

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE		84 AUTHORITY ENGAGEMENT		85 AUTHORITY AID ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
38	AUTHORITY	.14	.15	.19	.16	.21	.15	.20		.25	.15	.27	
	TOTAL												
42	SAI SCORE	.22	.16	.20		.24		.28	.16	.28	.18	.31	.15

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		92 ANXIETY STANCE		93 ANXIETY ENGAGEMENT		94 ANXIETY AID ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
41	ANXIETY							.25		.29	.18	.29	.15
	TOTAL												
42	SAI SCORE							.28	.16	.28	.18	.31	.15

FIGURE 3

MEXICO (GIRLS) OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 ACCEPT FOR STATUS		101 AFFECTION ENGAGEMENT		102 ACCEPTOR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
39	AGGRESSION			.15									
	TOTAL												
42	SAI SCORE							.28	.16	.28	.18	.31	.15

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE	.19	.14	.16	
122	ENGAGEMENT	.19		.14	.14
123	INITIATION	.18		.14	.18
124	AID/ADVICE		.15	.15	
125	SOLVER	.16	.14	.16	.16
126	IMPLEMENTATION	.12	.17	.15	.14
127	OUTCOME	.17			.15
128	EVALUATION OF OUTCOME				.14
134	INSTRUMENTALITY	.18		.13	
	TOTALS				
219	STANCE	.18		.17	
220	ENGAGEMENT	.24		.19	
221	INITIATION	.25		.18	
222	AID/ADVICE	.21		.22	
223	SOLVER	.22		.17	
224	IMPLEMENTATION	.19		.14	
225	OUTCOME	.20		.14	
226	EVALUATION OF OUTCOME	.23		.24	
232	INSTRUMENTALITY	.28		.23	

FIGURE 1

PEARSON CORRELATIONS - SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI IPR		42 SAI TOT. SCORE	
	INTERPERSONAL RELATIONS	10	14	10	14
135	STANCE				
136	ENGAGEMENT				
137	INITIATION				
138	AID/ADVICE				
139	SOLVER				
140	IMPLEMENTATION				
141	OUTCOME EVALUATION				
142	OF OUTCOME			.15	
148	INSTRUMENTALITY			.17	
	TOTALS				
219	STANCE			.17	
220	ENGAGEMENT			.19	
221	INITIATION			.18	
222	AID/ADVICE			.22	
223	SOLVER			.17	
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION			.14	
226	OF OUTCOME	.16		.24	
232	INSTRUMENTALITY		.15	.23	

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION		42 SAI TOT. SCORE	
	AGGRESSION	10	14	10	14
149	STANCE				
150	ENGAGEMENT			.16	
151	INITIATION			.17	
152	AID/ADVICE			.17	
153	SOLVER			.17	
154	IMPLEMENTATION			.17	
155	OUTCOME EVALUATION	.14		.19	
156	OF OUTCOME	.17		.21	
162	INSTRUMENTALITY			.15	
	TOTALS				
219	STANCE	.23		.17	
220	ENGAGEMENT	.24		.19	
221	INITIATION	.20		.18	
222	AID/ADVICE	.28		.22	
223	SOLVER	.16		.17	
224	IMPLEMENTATION	.16		.14	
225	OUTCOME EVALUATION	.20		.14	
226	OF OUTCOME	.27		.24	
232	INSTRUMENTALITY	.16		.14	

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 14		42 SAI TOT. SCORE 10		42 SAI TOT. SCORE 14	
	ANXIETY STORY &						
163	STANCE						
164	ENGAGEMENT						
165	INITIATION						
166	AID/ADVICE						
167	SOLVER						
168	IMPLEMENTATION						
169	OUTCOME			.16			
170	EVALUATION OF OUTCOME						
176	INSTRUMENTALITY						
	TOTALS						
219	STANCE			.17			
220	ENGAGEMENT			.19			
221	INITIATION			.18			
222	AID/ADVICE			.22			
223	SOLVER			.17			
224	IMPLEMENTATION			.14			
225	OUTCOME			.14			
226	EVALUATION OF OUTCOME			.24			
232	INSTRUMENTALITY	.18		.23			

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY 10		42 SAI TOT. SCORE 10		42 SAI TOT. SCORE 14	
	AUTHORITY						
177	STANCE						
178	ENGAGEMENT						
179	INITIATION						
180	AID/ADVICE						
181	SOLVER						
182	IMPLEMENTATION						
183	OUTCOME						
184	EVALUATION OF OUTCOME						
190	INSTRUMENTALITY						
	TOTALS						
219	STANCE			.17			
220	ENGAGEMENT			.19			
221	INITIATION			.18			
222	AID/ADVICE			.22			
223	SOLVER			.17			
224	IMPLEMENTATION			.14			
225	OUTCOME			.14			
226	EVALUATION OF OUTCOME			.24			
232	INSTRUMENTALITY			.23			

FIGURE 3
MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY STORY 6	10	14	10	14
191	STANCE				
192	ENGAGEMENT				
193	INITIATION				
194	AID/ADVICE				
195	SOLVER				
196	IMPLEMENTATION				
197	OUTCOME EVALUATION				
198	OF OUTCOME				
204	INSTRUMENTALITY				
	TOTALS				
219	STANCE			.17	
220	ENGAGEMENT			.19	
221	INITIATION			.18	
222	AID/ADVICE			.22	
223	SOLVER			.17	
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION			.14	
226	OF OUTCOME			.24	
232	INSTRUMENTALITY	.18		.23	

HYPOTHESIS 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NONACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE				.14
206	ENGAGEMENT				
207	INITIATION				.14
208	AID/ADVICE				
209	SOLVER				.18
210	IMPLEMENTATION				
211	OUTCOME EVALUATION				.17
212	OF OUTCOME			.14	
218	INSTRUMENTALITY				
	TOTALS				
219	STANCE	.18		.17	
220	ENGAGEMENT	.24		.19	
221	INITIATION	.25		.18	
222	AID/ADVICE	.21		.22	
223	SOLVER	.22		.17	
224	IMPLEMENTATION	.19		.14	
225	OUTCOME EVALUATION	.20		.14	
226	OF OUTCOME	.23		.24	
232	INSTRUMENTALITY	.28		.21	

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		99 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT							.24		.24	.17	.20	
38	AUTHORITY		.15	.19	.17	.15				.18		.25	.16
39	AGGRESSION		.23								.21		
	INTERPERSONAL												
40	RELATIONS							.24	.17	.17	.16	.22	.17
41	ANXIETY		.18	.26	.20			.26		.20	.25	.32	.19
	TOTAL												
42	SAI SCORE	.16	.24	.22	.16			.30		.26	.28	.34	.23

HYPOTHESIS 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT	.30				.18						19	.16			.27	
38	AUTHORITY														.25		
39	AGGRESSION					.17						.23	.14			.24	
	INTERPERSONAL																
40	RELATIONS																
41	ANXIETY																
	TOTAL																
42	SAI SCORE	.20										.15	.17		.17	.22	

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		201 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT			.16												.14	
38	AUTHORITY				.14												
39	AGGRESSION							.17									
	INTERPERSONAL																
40	RELATIONS							.21								.15	
41	ANXIETY																
	TOTAL																
42	SAI SCORE							.15								.15	

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT																
38	AUTHORITY				-.20												
39	AGGRESSION						-.21										
	INTERPERSONAL																
40	RELATIONS													.17			
41	ANXIETY				.14												
	TOTAL																
42	SAI SCORE													.14			

TABLE 3

GRAPHIC PLOTS OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 49a: The SAI Good Coping Scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS. AFF. TASK ACH.		81 POS. AFF. IPR		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		107 POS. AFF. AGGRESSION		114 POS. AFF. TOTAL	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT												
38	AUTHORITY												
39	AGGRESSION												
	INTERPERSONAL												
40	RELATIONS												
41	ANXIETY												
	TOTAL												
42	SAI SCORE												

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures.

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
	TASK ACHIEVE.												
69	HOSTILE	-.24			-.20	-.17		-.23				-.26	-.17
	TASK ACHIEVE.												
70	DEPRESSIVE									-.17			
	IPR												
78	HOSTILE									-.14			
	IPR												
79	DEPRESSIVE												
	AUTHORITY												
87	HOSTILE				-.19						-.18		-.16
	AUTHORITY												
88	DEPRESSIVE			-.16				-.14		-.20		-.20	
	ANXIETY												
96	HOSTILE							-.16	-.14				
	ANXIETY												
97	DEPRESSIVE												
	AGGRESSION												
104	HOSTILE		-.17		-.26		-.29		-.14		-.20		-.33
	AGGRESSION												
105	DEPRESSIVE							-.15		-.18			
	TOTAL												
113	HOSTILE				-.22		-.22		-.19		-.19		-.30
	TOTAL												
114	DEPRESSIVE			-.16						-.21		-.17	

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
108	TOTAL ATTITUDE						-.17											.19	
109	TOTAL STANCE	.18	.18											.28				.17	
110	TOTAL ENGAGEMENT	.26	.19									.18		.22				.19	
111	TOTAL AID/ADVICE	.28	.18					-.14				.17		.24				.18	
112	TOTAL COPING EFF.	.27	.18					-.15				.14		.26				.22	
219	TOTAL STANCE		-.17									-.16		.18					
220	TOTAL ENGAGEMENT		-.14									-.14		.19					
221	TOTAL INITIATION													.19					
222	TOTAL AID/ADVICE		-.16																
223	TOTAL SOLVER		-.15											.18					-.16
224	TOTAL IMPLEMENTATION													.19					
225	TOTAL OUTCOME													.19					
226	TOTAL EVAL OF OUTCOME								-.14		.14								
227	TOTAL COPING EFF.													.22					
232	TOTAL INSTRUMENTALITY	.17												.25				.21	

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good Coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT	.12					-.14							.18					
38	AUTHORITY	.16				-.19	-.16							.17					
39	ACCRESSION						-.30			.17			.27				.19		
40	INTERPERSONAL RELATIONS						-.14											.14	
41	ANXIETY						-.17						.16	.23	.18			.25	.16
42	TOTAL SAI SCORE						-.29						.20	.21				.15	

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be positively related with views of life Active or passive measures.

INSTRUMENTS: Occupational Values and View of Life

VARIABLES: Occupational Values Intrinsic measures x View of Life Active

		14	15	16	17	18	20	21	27	29
		OCC. VAL. ATTAINM.	OCC. VAL. ALTRUISM	OCC. VAL. ESTHET.	OCC. VAL. CREATIVITY	OCC. VAL. INTELLECT.	OCC. VAL. PRESTIGE	OCC. VAL. SECURITY	VOL. VAL. VARIETY	OCC. VAL. INDEPEND.
	V61	14	14	14	14	14	14	14	14	14
43	LOCUS OF CONTROL ACADEMIC									
44	LOCUS OF CONT. ACTION -									
45	INACTION IMMEDIATE -						-.15			
46	DELAYED RATE OF	-.17								
47	ACTION INTRINSIC -	-.14			.16					
48	EXTRINSIC TASK ACH. -			.15						
49	IPR COMPETITION -				.15		.16			
50	COOPERATION INDEPENDENT -									
51	INTERDEPENDENT EARNED STATUS -			.21				.14		
52	BESTOWED STATUS CONFRONT -						-.20			
53	AVOID SELF-INITI.	.18								
54	OTHER INITI. SELF-SOLVER -							.26		
55	OTHER SOLVER SELF-JOINT	-.18	.16							
56	IMPLEMENTATION INSTRUMENT -	-.19	.19		.15					
58	FANTASY CONT./EXPRESS-									
59	IVITY & ACCEPT. ACT./PASS.			-.16						
60	UNDER STRESS POS./NEG.									
61	SELF-CONTROL VIEW OF									
62	LIFE TOTAL		-.17						-.20	
63	SCORE							.21	-.15	

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Value and Story Completion

VARIABLES: Occupational Value Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14	15	16	17	19	20	21	27	29
		OCC. VAL. ATTAINM.	OCC. VAL. ALTRUISM	OCC. VAL. ESTHET.	OCC. VAL. CREATIVITY	OCC. VAL. INTELLECT.	OCC. VAL. PRESTIGE	OCC. VAL. SECURITY	OCC. VAL. VARIETY	TOTAL INTRINSIC
		10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14
	TOTAL STORY									
229	POS. AFFECT			.14		.13	.16			
	TOTAL SENT.									
1.6	POS. AFFECT									

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Value and Sentence Completion and Story Completion

VARIABLES: Occupational Value Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14	15	16	17	19	20	21	27	29
		OCC. VAL. ATTAINM.	OCC. VAL. ALTRUISM	OCC. VAL. ESTHET.	OCC. VAL. CREATIVITY	OCC. VAL. INTELLECT.	OCC. VAL. PRESTIGE	OCC. VAL. SECURITY	OCC. VAL. VARIETY	OCC. VAL. INDEPEND.
	SENTENCE TOTAL	10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14	10 14
113	HOSTILE TOTAL	-.16			.14					
114	DEPRESSIVE TOTAL POINT		-.15						.17	
247	NEGATIVE AFF.									

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE					.14											
	TOTAL					.14											
220	ENGAGEMENT																
	TOTAL																
221	INITIATION																
	TOTAL																
222	AID/ADVICE																.16
	TOTAL				.16												
223	SOLVER																
	TOTAL											-.15					
224	IMPLEMENTATION																
	TOTAL																
225	OUTCOME																
	TOTAL EVAL.									.21							
226	OF OUTCOME																
	TOTAL																
227	COPING EFF.																
	TOTAL							-.15				-.16				-.21	
232	INSTRUMENTALITY																
	SENT. TOTAL															-.19	
108	ATTITUDE																
	TOTAL							-.18								-.17	
109	STANCE	.16															
	TOTAL			-.16				-.14								-.19	
110	ENGAGEMENT																
	TOTAL			-.16				-.15				-.15				-.18	
111	AID/ADVICE																
	TOTAL			-.15				-.22				-.15				-.22	
112	COPING EFF.	.14															

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good Coping measure.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	SAI GOOD COP.	0	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	MEASURES																
37	TASK ACHIEVE.									-.17							
													-.14				
38	AUTHORITY																
													-.15				
39	ASSERTION																
	INTERPERSONAL																
40	RELATIONS															-.14	
41	ANXIETY	.15		-.14												-.25	-.16
	TOTAL																
42	SAI	.15														-.15	

FIGURE 3

MYZICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active measures

	V#1	18 OCC. VAL. SUCCESS 14	22 OCC. VAL. SECURITY 14	23 OCC. VAL. PRESTIGE 14	24 OCC. VAL. ECON. RET. 14	25 OCC. VAL. SURROUND. 14	26 OCC. VAL. ASSOCIATES 14	28 OCC. VAL. FOL. FATHER 14	30 OCC. VAL. EXTRINSIC 14
43	LOCUS OF CONTROL								
44	ACADEMIC LOCUS OF CONT.						-.14		
45	ACTION - INACTION								
46	IMMEDIATE - DELAYED					-.22			
47	RATE OF ACTION								
48	INTRINSIC - EXTRINSIC		-.15				.16		
49	TASK ACH. - IPR					-.21	-.32		
50	COMPETITION - CO-OPERATION								
51	INDEPENDENT - INTERDEPENDENT		-.21						
52	EARNED STATUS - BESTOWED STATUS		-.18				.16	.17	
53	CONFRONT - AVOID								
54	SELF-INITI. OTHER INITI.	-.18	-.21			-.18			
55	SELF SOLVER - OTHER SOLVER								
56	SELF-JOINT IMPLEMENTATION						-.29		
58	INSTRUMENT - FANTASY		-.14				-.16		
59	CONT./EXPRESS-IVITY & ACCEPT.			-.14					
60	ACT./PASS UNDER STRESS								
61	POS./NEG SELF-CONCEPT	.19							
62	VIEW OF LIFE				.14				
63	TOTAL SCORE		-.22	.15		-.30			

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. RET. 10 14	25 OCC. VAL. SURROUND. 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOL. FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
229	STORY TOTAL POS. AFFECT						.15		
116	SENTENCE TOTAL POS. AFFECT								

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. RET. 10 14	25 OCC. VAL. SURROUND. 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOL. FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
113	TOTAL HOSTILE				.16				
114	TOTAL DEPRESSIVE								
230	TOTAL STORY NEGATIVE AFFECT								

FIGURE 3

NEVICO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATIO:		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL. OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
OCC. INT.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION	-.20		-.19		-.20		-.15		-.22		-.24		-.32				-.26		-.26	-.19
OCCUPATIONAL 32* EXPECTATION	-.19		-.23		-.21		-.18		-.28		-.25		-.25				-.27		-.27	
EDUCATIONAL 36* ASPIRATION	-.18		-.15		-.19				-.23		-.21		-.22			.14	-.22		-.22	

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION			-.21	-.18	-.14		-.18		-.14	-.16
OCCUPATIONAL 32* EXPECTATION			.24		-.22		-.26		-.23	
EDUCATIONAL 36* ASPIRATION			-.26		-.20		-.24		-.29	

*Remember that these Variables are reversed. Thus any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures

	37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION				.14								
OCCUPATIONAL 32* EXPECTATION									-.17		-.15	
EDUCATIONAL 36* ASPIRATION	-.18		-.25				-.18		-.15		-.24	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 1

MEXICO (ARIES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

	V61	31* OCC. INT. OCC. ASP. 14	32* OCC. INT. OCC. EXP. 14	36* OCC. INT. ED. ASP. 14
43	LOCUS OF CONTROL	-.15		
44	ACADEMIC LOCUS OF CONT.			
45	ACTION - INACTION			
46	IMMEDIATE - DELAYED			
47	RATE OF ACTION			
48	INTRINSIC - EXTRINSIC TASK ACH. -	-.18		
49	IPR			
50	COMPETITION - CO-OPERATION			
51	INDEPENDENT - INTERDEPENDENT	- 18		
52	EARNED STATUS - BESTOWED STATUS			- 17
53	CONFRONT - AVOID			
54	SELF-INITI. OTHER INITI.	-.16	-.16	
55	SELF SOLVER - OTHER SOLVER	.15	.21	.21
56	SELF-JOINT IMPLEMENTATION			
58	INSTRUMENT - FANTASY		-.18	
59	CONT./EXPRESS-IVITY & ACCEPT.			
60	ACT./PASS. UNDER STRESS			
61	POS./NEG. SELF-CONCEPT		-.17	
62	VIEW OF LIFE	-.16		-.14
63	TOTAL SCORE	-.23	-.21	-.17

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		22% STORY TOT. POS.AFF. 10	14	11% SENT. TOT. POS.AFF. 10	14
31*	OCCUPATIONAL ASPIRATION				
32*	OCCUPATIONAL EXPECTATION				
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		11% TOTAL HOSTILE 10	14	11% TOTAL DEPRESSIVE 10	14	24% TOTAL STORY N.A. 10	14
31*	OCCUPATIONAL ASPIRATION			.18	.20		
32*	OCCUPATIONAL EXPECTATION	.17		.16			
36*	EDUCATIONAL ASPIRATION	.18		.21	.19		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Intrinsic Values x Criterion measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. CREATIVITY		17 OCC. VAL. INTELLECTUAL		19 OCC. VAL. SOCIAL RELATIONS		20 OCC. VAL. [illegible]		21 OCC. VAL. [illegible]		27 OCC. VAL. VARIETY		29 OCC. VAL. [illegible]	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH	.16	.15		.18		.20						.15	.24		-.22	-.18		
	ACHIEVEMENT																		
3	READING	.17					.20						.13	.31		-.26	-.19	.17	
	ACHIEVEMENT																		
4	G.P.A.	.27		.14								.11	.12	.27		-.18	-.16	.24	
	BRS																		
5	TASK ACHIEVE.	.22				-.15								.16				.21	
	BRS																		
6	AUTHORITY	.21	.17			-.16							.10						
	BRS																		
7	IPR	.24				-.16			.14									.15	.14
	BRS																		
8	IMPLEMENTATION	.22				-.16												.18	
	BRS																		
9	SELF-ASSERTION										.14								
	BRS																		
10	INITIATION	.27				-.16												.20	
	BRS																		
11	SOLVER	.22				-.14												.18	.19
	BRS																		
12	AGGRESSION	.27				-.19								.16				.20	
	BRS																		
13	ANXIETY				.15	-.14													

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

INSTRUMENTS: Occupational Values, Achievement, SRS

VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTICE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FUL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			-.22									.16		.14		
	ACHIEVEMENT																
3	READING	.16		-.26				-.15			-.17				.16	-.17	
	ACHIEVEMENT																
4	G.P.A.	.20		-.14				-.17				-.23				-.24	
	BRS																
5	TASK ACHIEVE.									-.15			-.16			-.21	
	BRS																
6	AUTHORITY				-.17												
	BRS																
7	IPR									-.15			-.18			-.15	-.14
	BRS																
8	IMPLEMENTATION	.14								-.16			-.15			-.18	
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION									-.15	-.14		-.14			-.20	
	BRS																
11	SOLVER	.14								-.14	-.14		-.15		-.10	-.18	-.19
	BRS																
12	AGGRESSION				.18											-.20	
	BRS																
13	ANXIETY								-.14								

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC. VAL. OCC. ASP.		32* OCC. VAL. OCC. EXP.		36* OCC. VAL. ED. ASP.	
		10	14	10	14	10	14
	ACHIEVEMENT						
2	MATH	-.21	-.30	-.28		-.32	-.31
	ACHIEVEMENT						
3	READING	-.39	-.32	-.37	-.19	-.45	-.32
	ACHIEVEMENT						
4	G.P.A.	-.17	-.14	-.19		-.27	-.13
	BRS						
5	TASK ACHIEVE.						
	BRS						
6	AUTHORITY						
	BRS						
7	IPR						
	BRS						
8	IMPLEMENTATION						
	BRS						
9	SELF-ASSERTION						
	BRS						
10	INITIATION						
	BRS						
11	SOLVER						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive, are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

MATRIX TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 69: There will be negative relationships between the Occupational Interest discrepancy score and the Criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS
VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. EXP./ASP. 10	34 OCC. INT. EXP./ASP. 14	35 OCC. INT. O.C./ASP. 10	35 OCC. INT. O.C./ASP. 14
2	ACHIEVEMENT MATH				-.20
3	ACHIEVEMENT READING				-.25
4	ACHIEVEMENT G.P.A.			-.33	-.19
5	BRS TASK ACHIEVE.				
6	BRS AUTHORITY				
7	BRS IPR				
8	BRS IMPLEMENTATION				
9	BRS SELF-ASSERTION				
10	BRS INITIATION		.14		
11	BRS SOLVER				
12	BRS AGGRESSION				
13	BRS ANXIETY				

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement BRS
VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH 10	37 SAI TASK ACH 14	38 SAI AUTHORITY 10	38 SAI AUTHORITY 14	39 SAI AGGRESSION 10	39 SAI AGGRESSION 14	40 SAI IPR 10	40 SAI IPR 14	41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOTAL 10	42 SAI TOTAL 14
2	ACHIEVEMENT MATH	.23		.22	-.15			.24		.16		.29	
3	ACHIEVEMENT READING	.27		.29			-.21	.25		.26	-.16	.35	
4	ACHIEVEMENT G.P.A.	.26		.31				.25		.24		.28	
5	BRS TASK ACHIEVE.												
6	BRS AUTHORITY												
7	BRS IPR								.15				
8	BRS IMPLEMENTATION												
9	BRS SELF-ASSERTION								.16				
10	BRS INITIATION							.14					
11	BRS SOLVER							.14					
12	BRS AGGRESSION							.14					
13	BRS ANXIETY												

FIGURE 3

MEXICO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS
VARIABLES: Views of Life - Achievement BRS

		2 ACHIEVE. MATH	3 ACHIEVE. READING	4 ACHIEVE. G.P.A.	5 BRS TASK ACH	6 BRS AUTH.	7 BRS IPR	8 BRS IMPLE.	9 BRS SELF-AST.	10 BRS INITI.	11 BRS SOLVER	12 BRS AGGRESS.	13 BRS ANXIETY
	V61	14	14	14	14	14	14	14	14	14	14	14	14
43	LOCUS OF CONTROL		.16		.18	.14		.20	.18	.18	.27		
44	ACADEMIC LOCUS OF CONT.		-.15										
45	ACTION - INACTION					-.12							
46	IMMEDIATE - DELAYED												
47	RATE OF ACTION											-.14	
48	INTRINSIC - EXTRINSIC	.19	.33	.14									
49	TASK ACH. - IPR				.14								
50	COMPETITION - CO-OPERATION			.16									
51	INDEPENDENT - INTERDEPENDENT	.25	.26										
52	EARNED STATUS - BESTOWED STATUS	.40	.41	.18									
53	CONFRONT - AVOID								.14				
54	SELF-INITI. - OTHER INITI.												
55	SELF SOLVER - OTHER SOLVER	-.14	-.27	-.16									
56	SELF-JOINT IMPLEMENTATION	-.20		-.14			.14						
58	INSTRUMENT - FANTASY		.14						.15				
59	CONT./EXPRESS - IVITY & ACCEPT.												
60	ACT./PASS. UNDER STRESS												
61	POS./NEG. SELF-CONCEPT												
62	VIEW OF LIFE	.18	.14	.20		.15							
63	TOTAL SCORE		.24						.16		.14		

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS
VARIABLES: Stance x Criterion measures

		100 STANCE AGGRESSION		83 STANCE AUTHORITY		92 STANCE ANXIETY		74 STANCE IPR		65 STANCE TASK ACH.		109 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH			.19				.22	.19			.23	.14
3	ACHIEVEMENT READING			.27		.18		.27				.33	
4	ACHIEVEMENT G.P.A.			.40	.16	.23		.32				.41	
5	BRS TASK ACHIEVE.			.28		.16						.21	
6	BRS AUTHORITY			.23					.15			.16	.14
7	BRS IPR			.23			.15	.14				.19	
8	BRS IMPLEMENTATION			.26								.18	
9	BRS SELF-ASSERTION						.16						
10	BRS INITIATION			.28								.19	
11	BRS SOLVER			.29		.14						.21	.14
12	BRS AGGRESSION			.31		.19						.24	
13	BRS ANXIETY												

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH			.14				.23	.19			.23	
3	ACHIEVEMENT READING		-.24	.15				.32		.18		.30	
4	ACHIEVEMENT G.P.A.		-.16	.30				.35		.16	-.16	.38	
5	BRS TASK ACHIEVE.		-.14										
6	BRS AUTHORITY								.19				
7	BRS IPR												
8	BRS IMPLEMENTATION												
9	BRS SELF-ASSERTION								.15				.15
10	BRS INITIATION												
11	BRS SOLVER								.17				
12	BRS AGGRESSION			.14								.14	
13	BRS ANXIETY			-.17									

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH			.18				.25	.22			.24	
3	ACHIEVEMENT READING		-.15	.20				.34	.14	.19		.36	
4	ACHIEVEMENT G.P.A.	.16		.34				.36		.19		.44	
5	BRS TASK ACHIEVE.			.17								.16	
6	BRS AUTHORITY								.20				.17
7	BRS IPR				.14			.14				.16	.16
8	BRS IMPLEMENTATION			.17								.15	
9	BRS SELF-ASSERTION								.16				.18
10	BRS INITIATION			.16								.14	
11	BRS SOLVER								.16				.16
12	BRS AGGRESSION	.15		.19								.19	
13	BRS ANXIETY			-.16									

FIGURE 3

MATRIX TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH			.16				.16	.14			.16	
	ACHIEVEMENT												
3	READING			.22		.17		.27		.21		.32	
	ACHIEVEMENT												
4	G.P.A.	.17		.33		.16		.35		.22		.42	
	BRS												
5	TASK ACH.			.25								.19	
	BRS												
6	AUTHORITY			.19			.16		.14				.17
	BRS												
7	IPR			.20			.19					.18	.15
	BRS												
8	IMPLEMENTATION			.23								.17	
	BRS												
9	SELF-ASSERTION						.19		.16				.21
	BRS												
10	INITIATION			.24			.16					.18	
	BRS												
11	SOLVER			.25			.17		.17			.18	.19
	BRS												
12	AGGRESSION			.28								.22	
	BRS												
13	ANXIETY					.15							

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		87 ATTITUDE		91 ATTITUDE		73 ATTITUDE		64 ATTITUDE		108 ATTITUDE	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH	.21								.14	
	ACHIEVEMENT										
3	READING	.26		.20					.17	.22	
	ACHIEVEMENT										
4	G.P.A.	.21	.16			.22				.22	
	BRS										
5	TASK ACH.	.17		.19						.20	
	BRS										
6	AUTHORITY	.14		.19					.29	.16	
	BRS										
7	IPR	.17		.23					.16	.20	
	BRS										
8	IMPLEMENTATION	.18		.18						.22	
	BRS										
9	SELF-ASSERTION		-.16						.15		
	BRS										
10	INITIATION	.18		.17						.20	
	BRS										
11	SOLVER	.20		.17					.16	.22	
	BRS										
12	AGGRESSION	.18		.16						.22	
	BRS										
13	ANXIETY										

FIGURE 3

MEXICO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT						.18						.17
3	READING ACHIEVEMENT					.15							
4	G.P.A.												
	BRS												
5	TASK ACH.										.28		.15
	BRS												.14
6	AUTHORITY												
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION												
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY												

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						
	DEPRESSIVE				-.15		
105	AGGRESSION						
	HOSTILE						
87	AUTHORITY						
	DEPRESSIVE			-.15			
88	AUTHORITY						
	HOSTILE						
96	ANXIETY	-.18		-.18		-.28	
	DEPRESSIVE						
97	ANXIETY						
	HOSTILE			-.16		-.25	
78	IPR						
	DEPRESSIVE				-.14		
79	IPR						
	HOSTILE						.16
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL			-.14		-.28	
113	HOSTILE						
	TOTAL				-.15		
114	DEPRESSIVE						

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH. 10	5 BRS TASK ACH. 14	6 BRS AUTHORITY 10	6 BRS AUTHORITY 14	7 BRS IPR 10	7 BRS IPR 14	8 BRS IMPLEMENT. 10	8 BRS IMPLEMENT. 14	9 BRS SELF-ASSERT. 10	9 BRS SELF-ASSERT. 14	10 BRS INITIATION 10	10 BRS INITIATION 14	11 BRS SOLVER 10	11 BRS SOLVER 14	12 BRS AGGRESSION 10	12 BRS AGGRESSION 14	13 BRS ANXIETY 10	13 BRS ANXIETY 14
	HOSTILE																		
104	AGGRESSION																		
	DEPRESSIVE																		
105	AGGRESSION																		
	HOSTILE								-.15				-.14		-.17	-.18			
87	AUTHORITY																		
	DEPRESSIVE			-.18						-.15				-.17					
88	AUTHORITY																		
	HOSTILE							-.14								-.16			
96	ANXIETY																		
	DEPRESSIVE				-.14		-.20				-.19				-.16				
97	ANXIETY																		
	HOSTILE																		
78	IPR																		
	DEPRESSIVE																		
79	IPR	.19						.19				.20		.16		.15			
	HOSTILE																		
60	TASK ACH.																		
	DEPRESSIVE																		
70	TASK ACH.																		
	TOTAL										-.15				-.16	-.15			
113	HOSTILE																		
	TOTAL														-.14				
114	DEPRESSIVE																		

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION 10	149 Story 3 AGGRESSION 14	177 Story 5 AUTHORITY 10	177 Story 5 AUTHORITY 14	163 Story 4 ANXIETY 10	163 Story 4 ANXIETY 14	191 Story 6 ANXIETY 10	191 Story 6 ANXIETY 14	135 Story 2 IPR 10	135 Story 2 IPR 14	121 Story 1 A - TA 10	121 Story 1 A - TA 14	205 Story 7 NA - TA 10	205 Story 7 NA - TA 14	219 STANCE TOTAL 10	219 STANCE TOTAL 14
	ACHIEVEMENT							.19	-.16		.17		-.15			.17	
2	MATH ACHIEVEMENT						.14		-.16				-.14				
3	READING ACHIEVEMENT									.18							
4	G.P.A. BRS																
5	TASK ACH. BRS																
6	AUTHORITY BRS																.14
7	IPR BRS																
8	IMPLEMENTATION BRS																
9	SELF-ASSERTION BRS																
10	INITIATION BRS																
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Environment x Criterion measures

		150 Story 2 ACHIEVEMENT		178 Story 4 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ACHIEVEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT							.16	-.14				-.21			.18	
2	MATH ACHIEVEMENT								-.16	.14			-.18			.17	
3	READING ACHIEVEMENT	.17															
4	G.P.A. BRS	.18				-.15				.17							
5	TASK ACH. BRS																
6	AUTHORITY BRS																
7	IPR BRS																
8	IMPLEMENTATION BRS																
9	SELF-ASSERTION BRS																
10	INITIATION BRS																
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT	.14			.18			.17		.19	.19					.20	
2	MATH ACHIEVEMENT	.21								.23						.19	
3	READING ACHIEVEMENT	.20								.26							
4	G.P.A. BRS					.15				.19						.18	
5	TASK ACH. BRS									.15							
6	AUTHORITY BRS										-.17			-.16			
7	IPR BRS									.17							
8	IMPLEMENTATION BRS							-.15									
9	SELF-ASSERTION BRS									.17							
10	INITIATION BRS	.16								.17							
11	SOLVER BRS													-.15			
12	AGGRESSION BRS																
13	ANXIETY																

FIGURE 5

MATRIX TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS #2: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Aid/Abuse & Criterion measures

		152 Story 1 AGGRESSION		160 Story 5 AUTHORITY		166 Story 6 ANXIETY		164 Story 4 ANXIETY		139 Story 2 IPR		124 Story 3 A - TA		168 Story 7 SA - TA		172 TOTAL AID/ABUSE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			.17		-.15											
	ACHIEVEMENT																
3	READING	.25											-.15		.19	.16	
	ACHIEVEMENT																
4	G.P.A.	.18				-.16			-.16								
	BRS																
5	TASK ACHIEVE.	.14		.15												.15	
	BRS																
6	AUTHORITY			.14													
	BRS																
7	IPR	.13		.18									.14				
	BRS																
8	IMPLEMENTATION	.14															
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER	.18		.14			.14										
	BRS																
12	AGGRESSION	.17															
	BRS																
13	ANXIETY													.24			

HYPOTHESIS #3: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Solver & Criterion measures

		153 Story 3 AGGRESSION		161 Story 5 AUTHORITY		167 Story 6 ANXIETY		165 Story 4 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 SA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.14		.21						.29	.25					.20	
	ACHIEVEMENT																
3	READING	.29		.22					-.14	.27	.15		-.15			.21	
	ACHIEVEMENT																
4	G.P.A.	.23		.18						.24						.17	
	BRS																
5	TASK ACH.	.16															
	BRS																
6	AUTHORITY																
	BRS																
7	IPR			.15				-.15	.16		-.23						
	BRS																
8	IMPLEMENTATION	.15			-.14												
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION	.16															
	BRS																
11	SOLVER	.18															
	BRS																
12	AGGRESSION	.17									-.17						
	BRS																
13	ANXIETY																

HYPOTHESIS #4: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-ORS
VARIABLES: Outcome & Criterion measures

		156 Story 1 Confess-ORS		162 Story 2 Attribute ORS		168 Story 3 Ambivalence ORS		174 Story 4 Anxiety ORS		180 Story 5 Affect ORS		186 Story 6 Time ORS		192 Story 7 A - IA ORS		198 Story 8 NA - IA ORS		204 Story 9 Dimensions Total ORS	
		ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA
2	ACHIEVEMENT MATH	.16											.21		-.14			.14	
3	ACHIEVEMENT. READING	.29											.14		-.16	.18		.20	
4	ACHIEVEMENT G.P.A.	.29										.19				.19		.18	
5	TASK ACHIEVE. ORS	.15																.16	
6	AUTHORITY ORS																		
7	IPR ORS							-.13	.20										.14
8	IMPLEMENTATION ORS	.14																	
9	SELF-ASSERTION ORS																		
10	INITIATION ORS	.14																	
11	SOLVER ORS	.17																	
12	AGGRESSION ORS	.17																	
13	ANXIETY																		

HYPOTHESIS #5: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-ORS
VARIABLES: Outcome & Criterion measures

		155 Story 1 Confess-ORS		163 Story 2 Attribute ORS		169 Story 3 Ambivalence ORS		197 Story 4 Anxiety ORS		141 Story 5 Time ORS		127 Story 6 A - IA ORS		211 Story 7 NA - IA ORS		225 Story 8 Dimensions Total ORS	
		ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA	ID	IA
2	ACHIEVEMENT MATH	.15				.15		.14			-.14		-.19			.14	
3	ACHIEVEMENT READING	.21				.23	.16									.27	
4	ACHIEVEMENT G.P.A.	.27				.16										.15	
5	TASK ACHIEVE. ORS					.17											
6	AUTHORITY ORS																
7	IPR ORS			-.15				-.16					.14				.18
8	IMPLEMENTATION ORS																
9	SELF-ASSERTION ORS			.17													.15
10	INITIATION ORS										-.14						
11	SOLVER ORS																
12	AGGRESSION ORS		-.16												-.14		
13	ANXIETY																

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 4A: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		154	186 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL. OUTC. TOTAL	
			10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT															
2	[illegible]	.09										-.15				
	ACHIEVEMENT															
3	READING	.24			-.14							-.19				
	ACHIEVEMENT															
4	C.P.A.															
	BRS															
5	TASK ACH.															
	BRS															
6	AUTHORITY															
	BRS															
7	IPR															
	BRS											-.14				-.15
8	[illegible]															
	BRS															
9	SELF-ASSERTION											-.15				-.15
	BRS															
10	INITIATION															
	BRS															
11	SOCIAL															
	BRS									-.17				-.20		-.18
12	ACCEPTANCE															
	BRS															
13	ANXIETY															

HYPOTHESIS 4B: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		197	185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP. EFF. TOTAL	
			10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT															
2	[illegible]	.18		.16						.14		-.16			.19	
	ACHIEVEMENT															
3	READING	.24	.16						.22			-.17	.15		.23	
	ACHIEVEMENT															
4	C.P.A.	.20							.22				.18		.15	
	BRS				.18										.15	
5	TASK ACHIEVE.															
	BRS															
6	AUTHORITY															
	BRS						-.14			-.14						
7	IPR															
	BRS															
8	[illegible]															
	BRS															
9	SELF-ASSERTION															
	BRS															
10	INITIATION															
	BRS	.16														
11	SOCIAL									-.15				-.14		
	BRS	.04														
12	ACCEPTANCE															
	BRS															
13	ANXIETY															

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT															.23	.19
2	MATH ACHIEVEMENT			.20	.23			.17			.18						
3	READING ACHIEVEMENT	.14		.22				.20			.16			.24		.32	.14
4	G.P.A. BRS	.17	.15							.16				.20		.21	.14
5	TASK ACH. BRS					.19					.14					.19	
6	AUTHORITY BRS																
7	IPR BRS	.15							.14								
8	IMPLEMENTATION BRS					.15					.20						
9	SELF-ASSERTION BRS																
10	INITIATION BRS										.21						
11	SOLVER BRS	.14														.15	
12	AGGRESSION BRS					.17											
13	ANXIETY																

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS			.17													
5	TASK ACHIEVE. BRS																
6	AUTHORITY BRS					-.14											
7	IPR BRS			.14		-.16											
8	IMPLEMENTATION BRS											-.18					
9	SELF-ASSERTION BRS																
10	INITIATION BRS																
11	SOLVER BRS					-.14					-.14				-.15		-.15
12	AGGRESSION BRS																
13	ANXIETY																

FIGURE 3

MATRIX TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Negative Affect dims, Criterion measures

		165 Story 3 AGGRESSION		168 Story 5 AUTHORITY		174 Story 6 ANXIETY		202 Story 7 ANXIETY		156 Story 7 IPR		137 Story 1 A - TA		216 Story 1 SO - TA		239 DIFF.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH		.16				-.17										
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT								.18				.16				.16
4	G.P.A.																
	BRS				-.15						.18						
5	TASK ACH.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS										.15						
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS										.16						
10	INITIATION																
	BRS																
11	SOLVER																
	BRS								.15								
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SELF-								
117	CONCEPT					.69	.74	.69	.69
	PARENT/CHILD								
118	INTERACTION					.51	.57	.51	.61
	MOTHER								
119	INTERACTION	.69	.74	.51	.57			.49	.57
	FATHER								
120	INTERACTION	.69	.69	.51	.61	.49	.57		

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	AUTHORITY								
82	ATTITUDE	.20	.19	-.15			.22		
	AUTHORITY								
83	STANCE			-.14					
	AUTHORITY								
84	ENGAGEMENT			-.14					
	AUTHORITY								
85	AID/ADVICE			-.15					
	AUTHORITY								
86	COPING EFF.			-.19					
	AUTHORITY								
90	POS. AFFECT								

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	AUTHORITY								
87	HOSTILE AFF.								
	AUTHORITY								
88	DEPRESSIVE AFF.			-.13	-.13				

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
108	ATTITUDE	.16	.17				.21		.17
	TOTAL								
109	STANCE			-.22	-.19				
	TOTAL								
110	ENCACEMENT			-.16					
	TOTAL								
111	AID/ADVICE			-.14	-.15				
	TOTAL								
112	COPING EFF.			-.19	-.16				
	TOTAL								
116	POS. AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
113	HOSTILE AFF.								
	TOTAL								
114	DEPRESSIVE AFF.			.19	.20				

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE								
177	STANCE								
178	ENCACEMENT								
179	INITIATION								
180	AID/ADVICE								
181	SOLVER								
187	IMPLEMENTATION								
183	OUTCOME EVALUATION								
184	OF OUTCOME COPING								
185	EFFECTIVENESS								
186	RESPONSE LENGTH		.14						.16
187	POSITIVE AFFECT MEAS								
190	INSTRUMENTALITY								

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE NEGATIVE								
188	AFFECT MEAS	-.16	-.16	.17			-.16		

FIGURE 3

MEXICO FAMILY OF SIGNIFICANT CORRELATIONS : STAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY FOUR	10	14	10	14	10	14	10	14
	ANXIETY								
163	STANCE								
164	ENGAGEMENT								
165	INITIATION								
166	AID/ADVICE								
167	SOLVER								
168	IMPLEMENTATION								
169	OUTCOME	.17							
	EVALUATION								
170	OF OUTCOME								
	COPING								
171	EFFECTIVENESS								
	RESPONSE								
172	LENGTH								
	POSITIVE								
173	AFFECT HERO								
176	INSTRUMENTALITY								.15

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY SIX	10	14	10	14	10	14	10	14
	ANXIETY								
191	STANCE	.18				.19		.14	
192	ENGAGEMENT	.22				.22		.15	
193	INITIATION	.20				.24			
194	AID/ADVICE	.15				.21			
195	SOLVER	.19				.24		.16	
196	IMPLEMENTATION	.14				.20			
197	OUTCOME	.15							
	EVALUATION								
198	OF OUTCOME			.16		.15			
	COPING								
199	EFFECTIVENESS	.20				.24		.15	
	RESPONSE								
200	LENGTH								
	POSITIVE								
201	AFFECT HERO				.14				.18
204	INSTRUMENTALITY	.19				.18			

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FOUR								
174	NEGATIVE AFF.	-.15							
	STORY SIX								
202	NEGATIVE AFF.								

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTALS								
219	STANCE	.16							
220	ENGAGEMENT	.14							.15
221	INITIATION	.14							
222	AID/ADVICE								
223	SOLVER	.16							
224	IMPLEMENTATION	.14							
225	OUTCOME	.16							
226	EVALUATION OF OUTCOME								
227	COPING EFFECTIVENESS	.17							
228	RESPONSE LENGTH								
229	POSITIVE AFFECT HERO								
232	NEGATIVE INSTRUMENTALITY	.14	.15						.14

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO		.14				.15		

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory
VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SAI								
38	AUTHORITY								
	SAI TOTAL								
42	SCORE								

HYPOTHESIS 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory
VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT.	
		10	14
	OCC. VALUE FOLLOW		
28	FATHER		

FIGURE 3

MEXICO TABLES OF SIGNIFICANT CORRELATIONS - PHASE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	OCCUPATIONAL VALUES INVENTORY	10	14	10	14	10	14	10	14
14	ALTRUISM	.17							
15	ESTHETICS		-.19						
16	INDEPENDENCE		-.19				-.15		-.16
17	MANAGEMENT								
19	SELF-SATISFACTION		.17						
20	INTELLECTUAL STIMULATION								
21	CREATIVITY								
27	VARIETY				.14				.15
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupacional Values

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	OCC. VALUES INV. EXTRINSIC	10	14	10	14	10	14	10	14
18	SUCCESS								
22	SECURITY		.24	.21			.18		.14
23	PRESTIGE	.14							
24	ECONOMIC RETURNS								
25	SURROUNDINGS								
26	ASSOCIATES								
28	FOLLOW FATHER								
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupational and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation-Child Aspiration

		120 FATHER INTERACT.	
	OCC.INT. INV. FATHER'S OCC.	10	14
35	CHILD'S ASP.		

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life

VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total Scores

		117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 14
	VIEWS OF LIFE				
43	LOCUS OF CONTROL ACADEMIC				
44	LOCUS OF CONT. ACTION -				
45	INACTION IMMEDIATE -				
46	DELAYED RATE OF				
47	ACTION INTRINSIC -	-.17		-.16	
48	EXTRINSIC TASK ACH. -				
49	IPR COMPETITION -				
50	CO-OPERATION INDEPENDENT -		-.17	-.21	
51	INTERDEPENDENT EARNED STATUS				
52	BESTOWED STATUS CONFROLT -			.15	
53	AVOID SELF-INITI.				
54	OTHER INITI. SELF SOLVER				
55	OTHER SOLVER SELF-JOINT	-.15			
56	IMPLEMENTATION INSTRUMENT -				
58	FANTASY CONT./EXPRESS-				
59	IVITY & ACCEPT.			.16	
60	ACT./PASS. UNDER STRESS		-.18		
61	POS./NEG. SELF-CONCEPT			.19	
62	VIEW OF LIFE	.21			
63	TOTAL SCORE				

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN			.14					
2	MATH								
3	READING GRADE			-.15		-.14			
4	POINT AVERAGE		.19				.16		

FIGURE 3

MATRIX TABLE OF SIGNIFICANT CORRELATIONS -- STAGE III

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	PEER BRS	10	14	10	14	10	14	10	14
6	POS. NOMINA. AUTHORITY								

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	PEER BRS	10	14	10	14	10	14	10	14
	TOTAL POSITIVE								
8	NOM. IMPLEMENT.		.19				.15		
	TOTAL POSITIVE								
10	NOM. INITIATION		.21				.18		
	TOTAL POSITIVE								
11	NOM. SOLVER								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

LONDON TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

These boys received low Aptitude scores in both Stage I and Stage III, ranking fourth among the ten-year-old groups on each occasion. They also ranked fourth on Math, Reading, and GPA on both occasions among the ten-year-old groups.

There were no significant differences in Stage III that did not appear in Stage I.

Behavior Rating Scales

In Stage III this group did not differ significantly from any other group on any of the variables. However in Stage I these boys had ranked significantly low on Task Achievement and Authority and had ranked first on Self-Assertion.

Occupational Values

In both Stage I and Stage III these boys ranked significantly high on Prestige (first) and Follow Father (second). They ranked significantly low on Pleasant Associates (eighth and seventh respectively).

A finding observed in Stage III, but not in Stage I, was a significantly low score on Success (sixth). Findings in Stage I that were not replicated in Stage III were significantly high scores on Creativity (first) and Overall Extrinsic (third), and significantly low scores on Altruism (sixth), Independence (eighth) and Overall Intrinsic score (sixth).

When Intra-group ranking of values was looked at it was seen that both in Stage I and Stage III these boys ranked lowest the values of Independence, Management and Esthetics, thirteenth, fourteenth and fifteenth on both occasions. Creativity ranked second on both occasions. In Stage I Security ranked first while in Stage III it had only ranked fourth. In Stage III Intellectual Stimulation had ranked first but in Stage I it only ranked third.

Occupational Interest Inventory

In both Stage I and Stage III these boys ranked significantly lowest on both Occupational Aspiration and Occupational Expectation. They were also significantly different (ranking fourth on both occasions) on the Father Occupation/Child Aspiration variable. In Stage III they ranked fifth on Father's Occupation, being significantly different from other groups.

Educational Aspiration

In Stage III, only this group ranked significantly low on Educational Aspiration (seventh). In Stage I they ranked fourth on Educational Aspiration and did not differ significantly from other groups.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was it completely revised but also the scoring and scaling systems generated different variables; thus, Stage III results only will be reported.

These boys did not differ significantly from any other group in any of the behavior areas or on the total score.

Sentence Completion

For the Task Achievement scales there was no pattern of differences which distinguished this group in the same way in both Stage I and Stage III. In fact, this group did not differ significantly from any other group on any of the Stage III variables. However in Stage I it received a significantly higher score (ranking third) on Attitude, while Frequency of Positive Affect ranked significantly low (eighth).

In the Interpersonal Relations area there were no findings that were similar for Stage I and Stage III. As in the Task Achievement area, this group did not differ significantly from any other group on any of the Stage III variables. In Stage I they were significantly low on Engagement and Coping, ranking eighth on both variables, while ranking third on Attitude, significantly different from other groups.

In the Authority area this group ranked significantly lowest on Stance, both in Stage I and Stage III. There were no other similarities but one interesting difference occurred. In Stage I these boys ranked significantly lowest on Frequency of Negative Affect while in Stage III they ranked significantly highest on Depressive Affect. Although there is some difference in the way the scores were arrived at in Stage III, Hostile and Depressive Affect being separated, if the two scores were combined, as was done in Stage I, these boys still ranked very close to the top.

These boys ranked significantly lowest on Aid/Advice in Stage III but as this dimension was not obtained in Stage I no comparison can be made. In Stage I, only, they ranked significantly highest on Frequency of Neutral Affect.

In the Anxiety area there were no similarities in the findings between Stage I and Stage III. In Stage III the only significant difference was on Positive Affect, this group ranking significantly low (seventh). In Stage I the group ranked significantly low (seventh) on Frequency of Negative Affect and significantly high on Frequency of Neutral Affect.

In the area of Aggression there were no similarities but one striking difference, this group ranking significantly lowest on Stance in Stage I but significantly highest in Stage III. There were no other significant differences from other groups in Stage III. In Stage I this group ranked significantly lowest on the Engagement variable.

Overall this group had significantly low scores on Positive Affect in both Stage I and Stage III, ranking eighth and seventh respectively. In Stage III there were no other significant differences from other groups but in Stage I these boys also scored significantly highest on Frequency of Neutral Affect and ranked significantly higher (third) on Attitude.

For the Parent/Child Interaction items there were no findings that were similar for both Stage I and Stage III. In Stage III this group differed significantly from other groups on Self-Concept, ranking second. In Stage I it ranked significantly highest both on Parent/Child Interaction and Father Interaction.

On Reality/Fantasy Achievement Discrepancy this group scored low in both Stage I and Stage III, seventh and eighth,respectively.

Story Completion

Comparison of Stage I and Stage III findings is rather difficult for this instrument as a number of revisions were made both of the instrument itself and of the scoring system.

However some scores were the same for both stages and these will be discussed first. Coping Effectiveness ratings were obtained for all stories in both stages. There were no similar findings for Stage I and Stage III for this group on any of the individual Coping Effectiveness ratings or the overall Coping Effectiveness rating.

In Stage III these boys scored significantly highest on Coping Effectiveness in the Anxiety area (Story Six), while in Stage I they scored significantly highest on Authority (Father's) and Interpersonal Relations (Story Four).

With regard to the Coping Style dimensions only Stance, Engagement, Initiation, Implementation and Persistence were scaled for both stages. Also, only mean scores across all stories were available for Stage I

data, while both mean and scale scores and individual story scale scores are available for Stage III data. For these scales present in both Stage I and Stage III there were no significant findings that were similar for this group.

In Stage I Stance ranked significantly highest. In Stage III there were three significant differences. These boys ranked lowest on Mean Negative Affect Expressed by hero, and Mean Affect of Hero Plus Others. They were second lowest on Mean Positive Affect of Hero.

One new dimension in Stage III was Response Length. These boys ranked significantly lower than any other group on all seven stories, and on Mean Response Length. For Story One they differed significantly from other groups only on Positive Affect and Total Affect, ranking eighth on both of these variables.

For Story Two they differed significantly only on Negative Affect Expressed by Hero, ranking lowest. Story Three produced no significant differences for any variable but for Story Four this group ranked significantly highest on Stance and Outcome and significantly lowest on Negative Affect and Total Affect. For Story Five, the only significant differences occurred on Negative Affect Hero and Total Affect, this group ranking lowest on both variables. They scored significantly highest for Engagement and Implementation on Story Six and significantly lowest on Negative Affect and Total Affect. They were, also, significantly lowest on Negative and Total Affect for Story Seven. They ranked significantly highest for Solver on the same story. On mean scores across stories they differed significantly from other groups only on the Mean Positive, Negative and Total Affect dimensions, ranking seventh and eighth, respectively.

Interpretive Comments

In both Stage I and Stage III these boys scored lowest of the four ten-year-old groups on Aptitude and Achievement. It would seem that they were not particularly academically oriented, for not only were they the lowest of the ten-year-old groups but all their scores were below average, especially so in the case of Reading. They scored best on Aptitude and GPA in both stages.

Despite this poor performance they were seen by their peers as working hard at their lessons, although at the same time they did not get along well with their teachers. Their peers also ranked them high on Implementation and Solver but didn't see them as coping well with Anxiety problems.

Perhaps their own assessment of their abilities was more accurate than that of their fellows as they had the lowest job expectation and also the lowest aspiration. However in spite of this they were still

aiming at a job of higher status than that held by their fathers. In keeping with this low job aspiration in relation to other groups, they also had an educational aspiration lower than almost all other groups.

It is interesting that, of the attributes of a job, they thought Intellectual Stimulation the most important. This would seem to be consistent with the view of their Academic Task Achievement held by their peers, but not quite in line with their Occupational and Educational Aspiration levels. It would be interesting to discover just what they defined as "many interesting things." That this was not a unique feature of Stage III results is clear if the Stage I rankings are examined. Although Intellectual Stimulation did not get the first rank it did rank third and, in fact, in terms of actual score units it had a greater value in Stage I. If Variety had not been included as one of the values a possible explanation might have been that these boys had perceived Intellectual Stimulation as meaning a chance to do many different things and not having to work too hard at any particular job. However, as Variety is described in a separate statement it does not seem as if this can be the case. Their choice of Intellectual Stimulation was supported by their second choice, Creativity, by both Stage I and Stage III boys.

Their final three choices were also consistent across the two stages. They were least interested in work that they were free to do in their own way, work where they would lead other people or work of an esthetic nature. They were, in fact, quite happy to be told what to do.

The two differences of note occurred for the values of Prestige and Security. By 1969 Prestige had risen to third place as opposed to sixth in 1966. This rise in ranking was a phenomenon common to all ten-year-old groups regardless of sex or socioeconomic status. It did not occur at age fourteen where Prestige had approximately the same rankings for all groups in both stages.

As the samples were drawn from the same schools in both stages it would be difficult to attribute this change to school environment. There would seem to be influences at work common to all ten-year-olds. Just what they might be it is difficult to say though the increasing number of well known names in the field of popular entertainment may have some influence.

Security dropped from first place to fifth. This had been ranked first in Stage I and at that time the comment had been made that it was not the sort of attribute that ten-year-olds would have been expected to value greatly; so perhaps the Stage III sample does present a more realistic picture in this respect. Or it may be that economic conditions had improved and that Security was not as greatly stressed by parents as it had been three years earlier.

Their responses on the Social Attitudes Inventory were reasonably consistent with the results of the Behavior Rating Scale. Although not significantly different from other groups, they did rank third on Task Achievement, fifth on Interpersonal Relations and seventh on Anxiety. Their peers had ranked them second on Task Achievement, fifth on Interpersonal Relations and seventh on Anxiety. The only discrepancy came in the Authority area where the boys reported themselves as getting on quite well with authority figures while their schoolmates did not support this. However, while the Behavior Rating Scale was concerned with only one Authority figure -- the teacher -- the Social Attitudes Inventory also included the child's behavior in relation to the parent. This may well account for the discrepancy between peer and self-report.

In neither stage did the Sentence Completion instrument differentiate this group very clearly from others. However, while in Stage I there were twelve significant differences over the five behavior areas, in Stage III there were only five. The only point of agreement seemed to be for the Stance dimension in the Authority area, this group ranking eighth for both stages. In the Aggression area this dimension produced a complete reversal of ranking, the boys being eighth in Stage I but first in Stage III. It is difficult to find a reason for this lack of discrimination in Stage III. The majority of items remained the same and the scoring and scaling systems were changed very little. The primary change was the separation of Negative Affect into Depressive and Hostile Affect and the addition of the Aid/Advice scale which did not effect the other scale. One reason for the change in the Aggression area might well be the addition of another stem so that coping with Aggression involved dealing with an outside figure as well as Aggression within the self.

There was no agreement between the results of the Story Completion from Stage I to Stage III, and in fact there was little agreement between the Story Completion results and the results from the instruments already discussed. For it showed this group scoring significantly highest on Coping Effectiveness on one Anxiety story and highest, though not significantly so, on the other. Yet their scores on the Behavior Rating Scale, Social Attitudes and Sentence Completion all indicated low coping effectiveness in this behavior area.

The consistently low standing in Stage III on Response Length was probably related to this group's poor academic competence, which included lack of writing skills.

LONDON TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls received a significantly low Reading score in both Stage I and Stage III, ranking third within their age group on both occasions. There were no other significant differences in either Stage I or Stage III.

Behavior Rating Scales

There was no pattern of differences that distinguished this group in the same way in both Stage I and Stage III. In Stage III only, this group ranked significantly lowest on Solver. In Stage I these girls scored significantly higher (ranking second) on the Authority question.

Occupational Values Inventory

In both Stage I and Stage III this group ranked significantly low on Independence, seventh and eighth,respectively. This was the only significant difference in Stage III. In Stage I, however, these girls ranked significantly high on Altruism, Management, Intellectual Stimulation, Variety, and the Overall Intrinsic score. They ranked significantly low on Pleasant Associates, Follow Father and Overall Extrinsic score.

When the Crder of Preference of Values was looked at, it was seen that for both stages the same values, Esthetics, Management, Independence and Follow Father, received the last four rankings. The first value was also the same in both stages, these girls choosing Intellectual Stimulation as their most preferred value. However in Stage III, Self-Satisfaction and Pleasant Associates ranked second and third while in Stage I Altruism and Security were placed in those positions.

Occupational Interest Inventory

In both Stage I and Stage III Father's Occupation/Child's Aspiration ranked significantly high, second and third respectively, while Child's Expectation ranked significantly low being sixth for both stages.

In Stage I only, the group ranked significantly low on Child's Aspiration, also, but there was no significant difference in Stage III. In Stage III they ranked seventh on Father's Occupation, being significantly different from other groups.

Educational Aspiration

In both Stage I and Stage III these groups ranked significantly lowest on this variable.

Social Attitudes Inventory

It is impossible to make comparison between Stage I and Stage III findings for this instrument since not only was it completely revised but the scoring and scaling systems generated different variables; thus Stage III results, only, will be reported.

These girls ranked first in both the areas of Authority and Aggression indicating that they perceived themselves as good copers in these areas.

Sentence Completion

For the Task Achievement scales, this group did not differ significantly from other groups on any of the scales with the exception of Attitude. In Stage I these girls ranked second highest on Attitude, but this result was not replicated in Stage III.

In the Interpersonal Relations area there were no findings that were similar in both Stage I and Stage III. These girls did not differ significantly from other groups on any of the Stage III variables in this area. In Stage I they scored significantly lowest on Stance and significantly high on Attitude, ranking second.

In the Authority area they ranked significantly highest on Attitude in both Stage I and Stage III. There were no other similarities. In Stage III these girls also scored significantly high on Depressive Affect, ranking second.

In the area of Anxiety this group did not differ significantly from any other group in either Stage I or Stage III, with the exception of Positive Affect in Stage III where it ranked significantly lowest.

Finally, in the area of Aggression there were no findings similar in Stage I and Stage III. In Stage III, Engagement ranked significantly highest but these girls were not significantly different from other groups on any of the other variables. In Stage I they ranked significantly lowest on Coping Effectiveness and on Frequency of Neutral Affect. They ranked significantly highest on Frequency of Negative Affect.

Overall they ranked significantly lowest on Stance in both Stage I and Stage III. In Stage III only they ranked significantly lowest on Positive Affect and significantly highest on Depressive Affect. In Stage I only they ranked significantly highest on Attitude, but there were no other significant differences.

For the Parent/Child Interaction items there were no findings that were similar for both Stages I and III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they had the lowest score on Self-Concept and scored significantly high on Parent/Child Interaction, ranking second.

There were no significant differences in either Stage I or Stage III on Reality/Fantasy.

Story Completion

Comparison of Stage I and Stage III findings is rather difficult for this instrument as a number of revisions were made both of the instrument itself and of the scoring system. However, some scores were the same for both stages and these will be discussed first. Coping Effectiveness ratings were obtained for all stories in both stages. There were no similar findings for Stage I and Stage III for this group on any of the individual Story Coping Effectiveness ratings or the Overall Coping Effectiveness ratings.

In Stage III this group scored significantly highest on Story Two, Coping Effectiveness. The comparable story in Stage I showed no significant difference. In fact, this group did not differ significantly from any other group on any of the Coping Effectiveness ratings for Stage I. In Stage III, Story Two was the only story to have a significant difference but this group also scored significantly highest on Mean Coping Effectiveness, a result not replicated in Stage I.

Only a certain number of Coping Dimensions were scaled in both Stage I and Stage III: Stance, Engagement, Initiation, Implementation, and Persistence. There were no significant similar findings for this group in Stage I and Stage III. In Stage III this group scored significantly highest on Mean Engagement, Mean Initiation, and Mean Implementation. In Stage I they scored significantly high on only one dimension -- that of Stance, where they ranked second.

Taking the variables used for the first time in Stage III this group showed a number of significant differences. One which was consistent across all seven stories was Response Length, where these girls differed significantly from other groups on all stories ranking eighth, sixth and seventh. They ranked sixth on Mean Response Length.

On Story One they ranked significantly high on Engagement, Solver, Implementation, Outcome and Evaluation of Outcome.

On Story Two they ranked significantly highest on Solver.

On Story Three they did not differ significantly from any other group and the same was true of Story Four with the exception of Negative Affect where these girls scored significantly low on this dimension,

ranking seventh. They did not differ from other groups on any variable for Story Five, Story Six, or Story Seven.

On the Mean scores across stories these girls differed significantly from other groups on Solver, Outcome and Evaluation of Outcome, on all of which they ranked first.

Interpretive Comments

In both Stage I and Stage III these girls ranked third among the four ten-year-old groups on both Aptitude and Achievement. However, it was only on the Reading test that they obtained a significantly different score from other groups. As was the case for boys of the same age and social class all their scores were below average, but whereas in Stage I Reading ranked lowest and GPA highest, in Stage III GPA had the lowest score and the Aptitude test the highest.

This would seem to indicate that they are not working as well as they might, a suggestion supported by the peer assessment of their Academic Task Achievement. Although not significantly different from other groups, they were ranked sixth when the question was one of who worked hardest at their lessons. Nonetheless they got on well with their teachers according to their peers' assessment. They were also able to control their tempers when something happened that they did not like. It seems that they got on much better with their teacher than they did with their peers even though they didn't try very hard to get their own way.

They were realistic enough to have a low educational aspiration but coupled with this was the desire to have a job of lower-middle class status and the expectation was that they would just about reach this level. They certainly aspired to a job of much higher status than that of their father and in this they exceeded the aspiration of boys of the same social class. This may make life difficult for upper-lower class boys who tended to think in terms of upper-lower class jobs. This was a replication of the situation in Stage I and would suggest that this was a stable feature of the pattern for upper-lower class children, the girls being the ones to aspire to and expect a better standard of living than experienced at the moment.

These findings would suggest that these girls were more interested in material matters than otherwise but this is not fully supported by the ordering of Occupational Values. Like boys of the same age and social class their first choice was Intellectual Stimulation, as it was also in Stage I. As with the boys it would have been interesting to discover just what was meant by "interesting things." Their second choice, Self-Satisfaction, hardly seemed to tie in with their peers' assessment of their work at school but perhaps because of their low aptitude they did not feel good about the work they did at school and

were looking forward to the opportunity of doing something less academically based. Although in Stage I Altruism ranked as their second choice it fell to seventh in Stage III and, as with all ten-year-old groups, Security had lost ground as most preferred value. However the last four values were the same for both stages, Follow Father coming last as might be expected from girls. The other three values are the same as for ten-year-old upper-lower class boys: Independence, Management and Esthetics.

Their results on the Social Attitudes instrument were not quite consistent with either their achievement scores or the peer assessment. It may well be that some amount of social desirability had influenced answers to the questions on this particular instrument. Thus, although peers ranked them sixth in the Task Achievement area, they ranked themselves as equal first with upper-middle class girls of the same age. They also reported themselves as dealing effectively with Anxiety although their peers only gave them enough nominations to place them in sixth position. And while self and peer assessments would place them high on ability to get along with Authority figures their peers were not as certain of their ability to cope with Aggression as they were themselves.

It would seem then that these girls were more eager to present a "good" picture of themselves than were some of the other groups.

In neither stage did the Sentence Completion instrument differentiate this group very clearly from others. In Stage I there were seven significant over the five behavior areas while in Stage III there were only four.

The only point of agreement was in the Authority area, where this group ranked first on Attitude in both stages. This would seem to be consistent with both peer and self-report of behavior in this area.

The only significant difference in the Aggression area was on Engagement where this group ranked first. This again was consistent with the self-report of the Social Attitudes instrument where they ranked first for number of good coping choices and not inconsistent with their score on the Behavior Rating Scale where their peers ranked them third among the groups.

The Stage I results were equally consistent within themselves in that these girls ranked eighth on Coping Effectiveness in the Aggression area of the Sentence Completion instrument and were ranked seventh by their peers on the Behavior Rating Scale. This was, of course, quite a different result to that obtained and already discussed in Stage III. The only suggestion for the difference is the addition of another stem in the third stage instrument.

There was no agreement between the results of the Story Completion from Stage I to Stage III and, in fact, there was little agreement between the Story Completion results and the results of the instruments already discussed. It showed the group scoring significantly highest on Coping Effectiveness in the Interpersonal Relations area. However, the scores on the Behavior Rating Scale placed these girls low on Coping Effectiveness and in the Sentence Completion they did not differ from other groups.

In Stage III they ranked first on a number of dimensions -- Engagement, Initiation, Implementation, Solver, Outcome and Evaluation of Outcome, none of these results being consistent with other findings and, in fact, for the dimension of Solver their peers rated them lowest of the eight groups.

LONDON TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

This group stood out for its high reading ability in both Stage I and Stage III. In Stage III these boys scored significantly highest on Mathematics, Reading, and Grade Point Average among the four ten-year-old groups. In Stage I, this group was highest of the four ten-year-old groups on the Raven, Aptitude measure, and they ranked second highest of the four ten-year-old groups on the Reading test.

Behavior Rating Scales

No statistically significant findings for this instrument were true of both Stage I and Stage III. In Stage III, Solver scored significantly highest but this group did not differ significantly on any other variable. In Stage I they ranked significantly lowest both on Authority and on the Summary Score.

Occupational Values

In both Stage I and Stage III these boys obtained significantly high mean scores on Creativity (second and first) and on Follow Father (first both times) compared to other groups. They received significantly low scores in both stages on Success (seventh), Pleasant Associates (seventh and eighth) and Variety (seventh and eighth).

In Stage III, only, this group scored significantly low on Altruism and Independence. In Stage I, only, this group scored significantly high on Management, where they ranked second, and significantly low on Security (seventh).

In terms of Order of Preference of Values, two values were given the same rankings of fourteenth and fifteenth in both Stage I and Stage III. These were Management and Esthetics. Two other values also showed a very consistent pattern: Creativity and Intellectual Stimulation ranked in the first two places in Stage III. Intellectual Stimulation and Altruism ranked in the first two places in Stage I.

In Stage III, Follow Father and Economic Returns were ranked third and fourth, respectively. This was not true in Stage I where they ranked eighth and sixth. In Stage I Self-Satisfaction ranked fourth but in Stage III it ranked sixth.

Occupational Interest Inventory

A very similar pattern occurred for Stage I and Stage III. Child's Aspiration and Child's Expectation ranked high for this group in both stages, second on Child's Aspiration in both stages; third and second, respectively, on Child's Expectation. However on Father's Occupation/ Aspiration this group scored significantly low ranking sixth for both stages. In Stage III they ranked first on Father's Occupation being significantly different from other groups.

Educational Aspiration

These boys differed significantly from other groups on this variable in Stage III, ranking third. In Stage I, however, they were not significantly different from any other group.

Social Attitudes Inventory

It is impossible to make comparison between Stage I and Stage III findings for this instrument since not only was it completely revised but the scoring system generated different variables, thus Stage III results only can be discussed.

This group was significantly different from other groups only in the Interpersonal Relations area, where they ranked eighth.

Sentence Completion

For the Task Achievement scales this group of boys did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In the Interpersonal Relations area there were no significant differences in either Stage I or Stage III, with one exception. In Stage III these boys ranked significantly high (first) on Hostile Affect. This did not occur in Stage I.

For Authority there were no findings that were similar in both Stage I and Stage III. In Stage III these boys did not differ significantly from any other group. In Stage I they differed significantly on only one variable, Engagement, where they ranked first.

The same general pattern was true for Anxiety. That is, there were no findings similar in Stage I and Stage III in terms of significant differences. These boys did not differ significantly from other groups on any Anxiety variables in either stage.

In the area of Aggression there was no pattern of similarity. In Stage III these boys ranked significantly lowest on Coping Effectiveness and Neutral Affect and significantly highest on Hostile Affect. In Stage I they did not differ significantly from other groups on any variable.

Overall there were no findings similar in Stage I and Stage III. In Stage III they ranked significantly highest on Hostile Affect. In Stage I they did not differ significantly on any variables.

For Parent/Child Interaction items there were no significant differences in either Stage I or Stage III.

On Reality/Fantasy there was no similar finding in Stage I and Stage III. In Stage III this group ranked highest. There was no significant difference in Stage I.

Story Completion

Comparison of Stage I and Stage III findings will be quite difficult due to extensive revisions of the instrument and its scoring system.

Certain scores were identical for both stages. The first of these was Coping Effectiveness ratings. There were no similar findings for Stage I and Stage III for the group on any of the individual Story Coping Effectiveness ratings or the Overall Coping Effectiveness rating.

In Stage III this group ranked significantly highest on Story One, Task Achievement, but did not differ significantly on any other story. In Stage I there were no significant differences either on individual stories or overall.

Only five Coping Style dimensions were computed for both Stage I and Stage III, and only the overall results are available in Stage I. For these scales of Stance, Engagement, Initiation, Implementation and Persistence, there were no similar findings. In Stage III this group scored significantly high on Engagement (second) and on Instrumentality (first). No significant differences occurred in Stage I.

Taking those scales which were only computed for Stage III, some significant differences did occur. On Mean Response Length and on individual Story Response Length they differed significantly from other groups on all stories ranking seventh on all but one story, where they ranked sixth.

On Story One they ranked significantly highest on Engagement, Initiation, Aid/Advice and Persistence.

On Story Two they ranked significantly highest on Engagement and Initiation. They did not differ significantly from other groups on Story Three, Story Four, Story Five and only on the Negative Affect and Total Affect variables for Story Six, where they ranked seventh. Similarly for Story Seven,Negative Affect was the only variable to show a significant difference with these boys ranking seventh.

On the Mean Scores across stories, which were not scaled in Stage I, these boys ranked significantly highest on Aid/Advice and second lowest on Negative Affect and Total Affect.

Interpretive Comments

This group did not score as highly on Aptitude compared to the three other ten-year-old groups in Stage III, as it had done in Stage I. It ranked second instead of first. However despite this it ranked first on all three achievement tests in Stage III as compared to ranking second on all three in Stage I.

From looking at these results one would hypothesize that these boys must work hard at their lessons and this would seem to be the case insofar as their behavior was assessed by their peers.

While all their scores were above average, that for GPA was highest and while not significantly different from other groups on Aptitude, they were significantly different on all three achievement tests.

All these results would suggest that the composition of the sample was rather different to that of Stage I. For this group had scored highest on Aptitude but had only ranked second on Achievement and GPA. This could have been caused by the substitution of one school for another in the Stage III testing program.

Like upper-lower class boys of the same age, they were not regarded as getting along terribly well with their teachers although they did get along well with their peers. However they did tend to lose their temper when things happened that they didn't like. Perhaps more importantly, they were seen as having the best ideas about what to do in the face of a problem.

Like boys in Stage I, they not only aspired to an upper-middle class job but expected to obtain one. At this age there was a discrepancy between the status level they aspired to and the status level of the father's occupation which was of a high level. Their educational aspiration was a little lower than might have been expected in boys who seem to have such a high level of drive in the academic area in that their aim falls short of tertiary education. However it had risen slightly from the aspiration level in Stage I.

Although the status level they aspired to was a little lower than the status level of their father's job they placed the value Follow Father third in their list of rankings. This was a big change from Stage I where it was only ranked eighth. The other big change was for the value of Altruism. In Stage I it had been ranked second but the boys in Stage III gave it a rank of ten. Intellectual Stimulation and Creativity, however, received high rankings in both stages. This high ranking of Creativity was confined to these boys and to upper-lower class boys of the same age group suggesting that it was the actual wording rather than the abstract concept that appealed here. "Work in which you could make or invent new things" would suggest exciting possibilities to a ten-year-old but not have the same enthrallment for the more sophisticated fourteen-year-olds or in fact for females of any age.

Two of their last three choices did not seem quite consistent with their expectation of high status jobs as they were not interested in Independence or Management. Their last choice of Esthetics can be readily understood. Like all ten-year-old groups, the ranking for Prestige was much higher in Stage III than it was in Stage I, rising from thirteen to seventh. And the suggestion can only be made, as for other ten-year-old groups, that the increasing number of well known names in the field of popular entertainment may have had some influence.

Self-report on the Social Attitudes Inventory was not quite so consistent with peer reports as was the case for other ten-year-old groups. Although not significantly different from other groups they did rank second in the Anxiety area, on the Social Attitudes Inventory, while their peers ranked them second in the same area. However ranks of eighth for Interpersonal Relations and fourth for Task Achievement on Social Attitudes Inventory compared with peer assessment rankings of second and first, respectively. It would seem that their fellows had a better opinion of these boys than they had of themselves.

As in Stage I, they showed quite an amount of aggressive affect, as might be expected from boys of this age. Their classmates were well aware of this and gave them a low ranking when it came to controlling their temper when things went wrong. And on the Sentence Completion instrument the only behavior area to show significant differences was Aggression, these boys ranking lowest on Coping Effectiveness.

The Story Completion instrument did not clearly differentiate this group in either Stage I or Stage III. In Stage III it did rank highest on the Task Achievement story, a finding consistent with their achievement scores and the peer assessment of their behavior.

LONDON TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

There was no pattern of differences that distinguished this group in the same way in both Stage I and Stage III.

In Stage III the only significant difference was on Reading where these girls ranked second of the four ten-year-old groups. In Stage I they differed significantly on Math, Reading and GPA, ranking first of the ten-year-old groups on each occasion.

In Stage I they ranked second on the Aptitude test while in Stage III they ranked first, but were not significantly different from the other groups in either stage.

Behavior Rating Scales

There were no findings that were similar for Stage I and Stage III. In Stage III this group did not differ significantly from any other or on any of the BRS variables.

However in Stage I this group ranked significantly highest on Academic Task Achievement, Authority and the Summary Score. It ranked significantly low on Self-Assertion and the ability to handle Anxiety.

Occupational Values Inventory

In both Stage I and Stage III these girls ranked significantly high on Altruism (first and second) and significantly low on Success (eighth in both cases).

In Stage III, only, they ranked significantly high on Prestige (second) and significantly low on Creativity (eighth). In Stage I they ranked significantly high on Intellectual Stimulation (first) and Overall Intrinsic (third), and significantly low on Economic Returns (eighth) and Overall Extrinsic score (seventh).

When the Order of Preference for Values was looked at it was seen that two out of the last three rankings were the same in both stages. These values were Follow Father and Management, while Intellectual Stimulation and Altruism ranked first and second in both stages.

Success ranked fourteenth in Stage III but eighth in Stage I.

Occupational Interest Inventory

In both Stage I and Stage III these girls ranked significantly lowest on Father's Occupation/Aspiration.

In Stage III they ranked significantly lowest on Child Expectation/Child Aspiration and second lowest on Aspiration. They ranked fourth on Father's Occupation being significantly different to other groups.

In Stage I they did not differ significantly from other groups.

Educational Aspiration

In Stage III this group did not differ significantly from other groups on this variable. However in Stage I they scored significantly high, ranking third.

Social Attitudes Inventory

Only the Stage III results can be discussed as both the form of the instrument and the scoring systems were changed from that used in Stage I.

In Stage III these girls ranked significantly highest on Interpersonal Relations and on Total Score.

Sentence Completion

For the Task Achievement there were no findings that were similar in Stage I and Stage III. In Stage III this group did not differ significantly from any other groups. In Stage I they ranked significantly highest on Attitude toward Task Achievement.

In the Interpersonal Relations area they scored significantly highest on Attitude in both Stage I and Stage III. There were no other significant differences in Stage III. However in Stage I these girls scored significantly highest on Frequency of Negative Affect and significantly low on Stance (seventh) and Frequency of Neutral Affect (eighth).

In the Authority area there were no similarities between Stage I and Stage III. In Stage III this group did not differ significantly on any of the variables. In Stage I they ranked significantly high on Attitude (second), Stance (first), Frequency of Negative Affect (first), and significantly lowest on Frequency of Neutral Affect.

No similarities occurred between Stage I and Stage III in the Anxiety area. In Stage III the group ranked significantly highest on Engagement and scored low on Positive Affect, ranking sixth. There were no significant differences in Stage I.

In both Stage I and Stage III they ranked significantly high on Engagement in the Aggression area. In Stage III they also ranked highest on Coping Effectiveness. In Stage I, Engagement was the only variable to have a significant difference.

Overall these girls ranked significantly highest on Attitude in both stages. They also ranked significantly highest on Engagement in Stage III. In Stage I they ranked first on Negative Affect and lowest on Neutral Affect.

For the Parent/Child Interaction variables there were no similarities. They ranked significantly highest on Self-Concept, Mother Interaction and Father Interaction in Stage III. There were no significant differences in Stage I.

There were no similarities on Reality/Fantasy in Stages I and III. In Stage I, this group ranked second.

Story Completion

Comparison of Stage I and Stage III has proved quite difficult due to extensive revisions of the instrument and its scoring system.

Certain scores were identical for both stages. The first of these was Coping Effectiveness ratings. In neither Stage I nor Stage III did this group differ significantly from any other on either individual Coping Effectiveness ratings or on the Overall rating.

Only five Coping Style dimensions were compared for both Stage I and Stage III and only the Overall results were available for Stage I. For the scales of Stance, Engagement, Initiation, Implementation and Persistence this group did not differ significantly from any other in either Stage I or Stage III.

Considering those scales which were only computed for Stage III, some significant differences did occur. On Mean Response Length they ranked fifth on each story and were significantly different from other groups.

On Story Two they ranked significantly lowest on Total Affect while on Story Four they ranked significantly lowest on Stance and Engagement and seventh on Total Affect.

On Story Seven they ranked significantly lowest on Solver.

Overall they ranked significantly lowest on Aid/Advice and on Positive Affect.

Interpretive Comments

Although still obtaining good achievement scores, this group did not do quite as well as it had in Stage I. In Stage III they ranked first of the ten-year-old groups on the Aptitude test but only second on Math, Reading, and GPA; whereas in Stage I, although ranking second on Aptitude, they had ranked first of the ten-year-old groups on all achievement measures. This slight fall in position in Stage III could perhaps be due to better performance on the part of ten-year-old males rather than lack of performance on the part of the females. They scored lowest on GPA and best on Reading in the achievement tests while in Stage I they had received the lowest score on GPA and the best on Math.

It could also be that this particular group was not working at full capacity as their peers only ranked them third among the groups in terms of working hard at their lessons, while in Stage I they had ranked first. However their peers ranked them high on almost all the other behavior dimensions of the Behavior Rating Scale. Their lowest rank was fourth on Anxiety. In spite of their tendency not to work as hard as they might at school they were seen as getting along well with teachers and also with their peers. They usually got their own way according to this but perhaps because of it they didn't lose their temper when things went wrong. They were also seen as scoring high on the coping dimensions of Implementation and Initiation.

Interestingly their Occupational Aspiration and Expectation and their Educational Aspiration all had exactly the same value, not a high one when compared to boys of the same age and social class; and for Aspiration at least quite a lot lower than Stage I girls. As would be expected from the results already discussed their Occupational Aspiration was much lower than the status level of their father's job.

In spite of differences in level aspired to between the two stages the same values seem to be favored. Thus these girls ranked Intellectual Stimulation first and Altruism second while Pleasant Associates, Self-Satisfaction and Security were the next three values for both stages. Thus it would seem that regardless of status levels this group has a consistent picture of the type of job it would want to have.

There were only two changes of any significance that occurred from Stage I to Stage III. The first of these was the one that has already been mentioned for the other ten-year-old groups. Here the change in the rankings for Prestige was not quite as dramatic as it had been for ten-year-old upper-middle boys whose ranking changed from thirteenth to seventh. For girls the change was from tenth to seventh. And, again, it is difficult to explain this ten-year-old phenomenon except perhaps in terms of popular entertainment figures.

The other large change was for Success. This had ranked eighth in Stage I but ranked fourteenth in Stage III. Like Prestige this drop in value was only seen in the ten-year-old rankings but did occur for every group. This drop is more difficult to explain than the rise of Prestige. One would have hypothesized that the two would go together. However this was clearly not the case, and the answer would seem to lie in the interpretation given to the values by ten-year-old groups. This is, however, only a very tentative suggestion, particularly when it is considered that each group is composed of children from a number of different schools. If the low ranking on Success is placed to one side, the last three rankings are the same for both stages. As might be expected, girls rank Follow Father low and they also place Esthetics and Management in the last three places.

This group's scores on the Social Attitudes Inventory could be interpreted in two ways. Either they had a very high opinion of themselves or they were giving socially desirable answers rather than describing their actual behavior. When the peer assessment of their behavior was taken into account it would seem that, on the whole, the first suggestion was the better one as self and peer assessments seem to be very close in all but the Anxiety area where their peers ranked them fourth but they ranked themselves first.

Their own assessment on Anxiety might be said to receive some support from the Sentence Completion instrument in that they ranked first among the groups on the Engagement dimension in this behavior area.

This instrument did not, however, differentiate this group from others on many dimensions there being ten significant differences in Stage I and only five in Stage III. Two of these were the same. This group ranked first on Attitude toward Authority and second on the Engagement dimension in the Aggression area in both Stage I and Stage III.

The Story Completion instrument completely failed to differentiate the groups, in either Stage I or Stage III, either on the Coping Effectiveness ratings or on the Coping Style dimensions.

LONDON FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

In both Stage I and Stage III these boys differed significantly from other groups on all the achievement measures. However, while in Stage III they ranked fourth on all these measures in Stage I they ranked third on Math and Reading and fourth on GPA.

These boys received the lowest scores on Aptitude of the four fourteen-year-old groups in both Stage I and Stage III, being significantly different from other groups in both stages.

Behavior Rating Scales

In both Stage I and Stage III these boys scored significantly highest on the Anxiety item indicating an ability to cope with problems in this area. There were no other significant differences in Stage III. In Stage I these boys received the second highest significant score on Self-Assertion.

Occupational Values Inventory

In both Stage I and Stage III these boys scored significantly low on Altruism (eighth on both occasions) and on Overall Intrinsic value (seventh and eighth, respectively). They scored significantly high on Success (first), Security (second and first) and Overall Extrinsic value (second and first). In Stage III, only, they scored significantly low on Esthetics (eighth).

In Stage I, only, they scored significantly high on Independence (second) and Economic Returns (first). They scored significantly low on Self-Satisfaction (eighth), Intellectual Stimulation (seventh), and Pleasant Surroundings (eighth).

Taking a look at Order of Preference of Values, Security and Success ranked first and third in both stages, while Management, Follow Father and Esthetics were the last three values chosen in both cases. Economic Returns ranked second in Stage I but only seventh in Stage III.

Occupational Interest Inventory

In both Stage I and Stage III this group ranked significantly low on Child's Expectation (seventh) and significantly highest on Child Expectation/Aspiration discrepancy. They also ranked significantly high on Father Occupation/Child Aspiration discrepancy (third and second respectively).

In Stage I they also ranked significantly low on Child Aspiration. This finding was not replicated in Stage III. In Stage III they ranked eighth on Father's Occupation, being significantly different to other groups.

Educational Aspiration

In both Stage I and Stage III these boys scored significantly low, ranking sixth in Stage III and seventh in Stage I.

Social Attitudes Inventory

Only the Stage III results can be discussed as both the form of the instrument and the scoring system were changed from that used in Stage I. In Stage III these boys did not differ significantly from other groups on any of the variables.

Views of Life

This instrument was only administered to fourteen-year-old children and was only used in Stage III so there can be no comparison with Stage I.

These boys differed significantly from other groups on Immediate/Delayed and Intrinsic/Extrinsic ranking fourth in both cases. They ranked third on Total Score.

Sentence Completion

For the Task Achievement scales there were no findings that were similar in both Stage I and Stage III.

In Stage III these boys did not differ significantly from any other group. In Stage I they ranked significantly lowest on Attitude.

In both Stage I and Stage III they ranked significantly lowest on Attitude toward Interpersonal Relations, while in Stage I they ranked significantly highest on Stance. This finding was not replicated in Stage III.

In both Stage I and Stage III they ranked significantly lowest on Attitude toward Authority while in Stage III, only, they ranked significantly lowest on Depressive Affect. There were no other significant differences in either Stage I or Stage III.

For Anxiety there were no similarities between Stage I and Stage III. In Stage III these boys ranked significantly lowest on Engagement. They did not differ significantly from other groups on any variable in Stage I.

For Aggression this group of boys scored significantly low on Engagement in both stages, ranking seventh. There were no other significant differences.

Overall in both Stage I and Stage III these boys ranked significantly lowest on Attitude. In Stage III only they also ranked significantly lowest on Engagement and Aid/Advice. There were no significant differences in Stage I.

For the Parent/Child Interaction items there were no findings that were similar for both Stage I and Stage III. In Stage III they ranked significantly lowest on Parent/Child Interaction, Mother Interaction and Father Interaction. On Self-Concept they ranked seventh. In Stage I there were no significant differences.

For Aggression this group of boys scored significantly low on Engagement in both stages, ranking seventh. There were no other significant differences.

Overall in both Stage I and Stage III these boys ranked significantly lowest on Attitude. In Stage III only they also ranked significantly lowest on Engagement and Aid/Advice. There were no significant differences in Stage I.

For the Parent/Child Interaction items there were no findings that were similar for both Stage I and Stage III. In Stage III they ranked significantly lowest on Parent/Child Interaction, Mother Interaction and Father Interaction. On Self-Concept they ranked seventh. In Stage I there were no significant differences.

There were no significant differences in either Stage I or Stage III on Reality/Fantasy.

Story Completion

Comparison of Stage I and Stage III has proved quite difficult due to extensive revision of the instrument and its scoring system.

Certain scores were identical for both stages. The first of these was Coping Effectiveness ratings.

There were no similar findings in Stage I and Stage III. In Stage III there were no significant differences from other groups on any of the individual story Coping Effectiveness ratings or on the mean rating. In Stage I this group ranked significantly lowest on the story dealing with Aggression.

Only five Coping Style dimensions were compared for both Stage I and Stage III and only the overall results were available for Stage I. For these scales of Stance, Engagement, Initiation, Implementation and Persistence this group did not differ significantly from any other in either Stage I or Stage III.

Taking the scales which were only computed for Stage III, some significant differences did occur. On Mean Response Length and individual story Response Length they ranked fourth on each story and were significantly different from other groups.

On Story One they ranked significantly lowest on Evaluation of Outcome and Negative Affect. On Story Two they ranked significantly lowest on Positive Affect. They did not differ from other groups on Story Three. On Story Four they ranked significantly highest on Engagement and significantly high on Negative Affect Hero (second highest). They did not differ from other groups on Story Five. On Story Six they ranked highest on Persistence, while on Story Seven there were no significant differences. Overall they did not differ significantly from any other group.

Interpretive Comments

These boys showed a very similar pattern with regard to Aptitude and Achievement in both Stage I and Stage III. They obtained the lowest Aptitude score of the four fourteen-year-old groups being well below average in both stages. Their achievement scores, in keeping with that for Aptitude, were also well below average. On the achievement measures they did least well on GPA. In both stages they scored slightly higher on Mathematics than Reading though in Stage III the scores were almost identical. Their scores for these two tests were slightly better in Stage I than in Stage III as they ranked third in the first stage and fourth of the fourteen-year-old groups on the second testing.

Their achievement scores were consistent with the view of their Task Achievement behavior held by their peers. They ranked these boys eighth of the groups when it came to working hard at their lessons. In line with this they didn't see them as getting along well with their teachers. They also placed the group low on its ability to deal with Aggression in that of all the eight groups they lost their temper most easily when things went wrong. They also ranked lowest of the eight groups in terms of implementing or initiating tasks. On the more positive side they were seen as not worrying greatly if things did go wrong, usually getting their own way with their fellow students but at the same time getting on quite well with them.

As do most other groups, they aspired to a job of a higher status level than the one they expected to have. It was interesting to note that there was a greater discrepancy between their aspiration and their father's occupational level than for any other group except girls of the same age and social class, whose discrepancy was the same size. This was similar to Stage I findings although here the female discrepancy was actually greater than that of the male.

In neither stage did they aspire to great academic heights so in this area they showed a fairly realistic judgment realizing that a high level of educational aspiration was not practical.

Security was still the most important value and Success and Pleasant Associates still figured in the first four values. It should be remembered that these fourteen-year-olds were the children who were age ten at the time of Stage I testing and it would seem that the belief in the importance of Security held by the age group was too firmly entrenched to be changed although the ten-year-olds of Stage III did not view this value as being of great importance. These fourteen-year-olds, however, unlike the corresponding group in Stage I did not see Economic Returns as being of great importance. It was ranked second in Stage I but it had dropped to rank seven by 1969, while Self-Satisfaction had risen from seventh to fourth ranking. Management, Follow Father and Esthetics were ranked as the last three values as they had been in Stage I. It is interesting to see the change from age ten to age fourteen in

the value placed on a job like that of the father. At age ten it was ranked seventh but at age fourteen it was ranked fourteenth -- a fairly clear indication that these boys have given some thought to the possible career they might follow. Management was not popular with any group regardless of age, sex, or social class and, again, the hypothesis may be put forward that it was the wording rather than the actual value which had caused children to give it a lower rank.

On the whole the results of the Social Attitudes Inventory agreed fairly well with assessments made by peers. These boys didn't see themselves as doing well in Task Achievement or getting along well with the teacher. They were aware that they did not cope well with Aggression situations and the only real discrepancy seems to come in the Anxiety area where these boys saw themselves as doing badly compared to other groups. Their peers, on the other hand, assessed them as not worrying about things. Perhaps because of their difficulty in Aggression situations they didn't see themselves as getting along well with their peers but these same peers regarded them as fairly competent in the Interpersonal Relations area.

In the Views of Life instrument they made less active choices than other fourteen-year-old groups on the Immediate/Delayed and Intrinsic/Extrinsic scales.

Although there were few significant differences in the Sentence Completion instrument in either stage that distinguished this group from others -- five in Stage I and five in Stage III -- it is interesting to note that three of these significant differences were the same for both stages. Thus these boys ranked eighth on Attitude toward Authority and Interpersonal Relations and seventh on Engagement in the Aggression area.

The Story Completion instrument did not differentiate the group in either Stage I or Stage III on any of the Coping Effectiveness ratings that were comparable, except in the Aggression area where they ranked lowest. However there were no significant differences in any of the Coping Style dimensions.

LONDON FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

For Aptitude and Achievement tests there were no findings that were similar in both Stage I and Stage III.

In Stage III these girls did not differ significantly from any other group. However in Stage I they differed significantly from other groups on Math, Reading, and GPA. They ranked fourth on Math and Reading and third on GPA compared to other fourteen-year-olds.

Behavior Rating Scales

There were no findings that were similar in both Stage I and Stage III. In Stage III they ranked significantly lowest on ability to cope with Anxiety. In Stage I they ranked significantly lowest on Self-Assertion. There were no other significant differences in either Stage I or Stage III.

Occupational Values Inventory

In both Stage I and Stage III these girls scored significantly lowest on Prestige and Follow Father. They scored significantly high on Success (second and third) and Pleasant Associates (first and second).

In Stage I, only, they scored significantly low on Management and Creativity, and significantly high on Self-Satisfaction, Security, and Pleasant Surroundings. In Stage III they scored significantly highest on Intellectual Stimulation and Variety.

Taking a look at the Order of Preference of Values, Pleasant As - sociates and Security ranked among the first three in both stages, while Esthetics, Management and Follow Father received the last three rankings.

Intellectual Stimulation ranked second in Stage III but sixth in Stage I, while Self-Satisfaction ranked third in Stage I but seventh in Stage III.

Occupational Interest Inventory

In both Stage I and Stage III Father's Occupation/Child Aspiration ranked significantly highest. There were no other significant differences in either Stage I or Stage III with the exception of on Father's Occupation, in Stage III, where these girls ranked sixth, significantly different from other groups.

Educational Aspiration

In Stage I they ranked sixth, significantly different from other groups. This result was not replicated in Stage III where their Aspiration was not significantly different from other groups.

Social Attitudes Inventory

Only the Stage III results can be discussed as both the form of the instrument and the scoring system were changed from those used in Stage I. In Stage III these girls did not differ significantly from any group on any of the variables.

Views of Life

This instrument was only administered to fourteen-year-old children and was only used in Stage III so there can be no comparison with Stage I.

These girls differed significantly from other groups on Independent/Interdependent, ranking fourth, on Earned Status/Bestowed Status where they ranked first and on Emotional Control/Emotional Expressivity where they again ranked first. They ranked fourth on the Total Score.

Sentence Completion

For the Task Achievement scales these girls scored significantly low on Attitude (seventh and eighth) in both Stage I and Stage III. There were no other significant differences in either stage.

For Interpersonal Relations there were no findings that were similar for Stage I and Stage III. In Stage III this group did not differ significantly lowest on Negative Affect.

In the Authority area there were no significant differences in Stage III and only one in Stage I. These girls ranked significantly lowest on Engagement in Stage I.

For Anxiety there were no similar findings for Stage I and Stage III. In Stage I this group ranked significantly lowest on Stance, Coping Effectiveness and Frequency of Neutral Affect and significantly highest on Frequency of Negative Affect. None of these scores were replicated in Stage III, where only one variable showed a significant difference -- that of Positive Affect where this group ranked highest.

With regard to Aggression there were no similar findings but some dissimilar ones. In Stage I this group ranked significantly highest on Stance but in Stage III they ranked significantly lowest. They also ranked significantly lowest on Engagement in Stage III but in Stage I there was no significant difference on this variable.

In Stage I they ranked significantly highest on Coping Effectiveness and Frequency of Neutral Affect and significantly lowest on Frequency of Negative Affect. These results were not replicated in Stage III. Overall there were no similar findings. In Stage III the only significant difference was on Positive Affect, this group ranking significantly highest. In Stage I it ranked significantly low on Attitude (sixth) and Negative Affect (eighth).

For the Parent/Child Interaction items there were no significant differences from other groups in either Stage I or Stage III.

On Reality/Fantasy this group ranked lowest in Stage I. There was no significant difference in Stage III.

Story Completion

Comparison of Stage I and Stage III has proved quite difficult due to extensive revision of the instrument and its scoring system.

Certain scores were identical for both stages. The first of these was Coping Effectiveness ratings. There were no similar findings in Stage I and Stage III. In Stage III there were no significant differences from other groups on any of the individual Story Coping Effectiveness ratings or on the mean rating.

In Stage I this group ranked significantly highest on the Aggression and Nonacademic Task Achievement stories and significantly lowest on the Interpersonal Relations story (Story Four).

Only five Coping Style dimensions were compared for both Stage I and Stage III and only the overall results were available for Stage I. For these scales of Stance, Engagement, Initiation, Implementation and Persistence this group did not differ significantly from any other in Stage III. In Stage I this group ranked significantly low on Stance (seventh).

Taking those scales which were only computed for Stage III some significant differences did occur. On Mean Response Length they ranked second on each story and were significantly different from other groups. On Story One they ranked significantly highest on Positive Affect, second highest on Total Affect for Story Four, highest for Negative Affect and second highest for Total Affect on Story Six and highest for Negative Affect on Story Seven. There were no other significant differences.

Overall they ranked second, significantly different from other groups on Positive, Negative and Total Affect.

Interpretive Comments

These girls ranked third among the four fourteen-year-old groups on the Aptitude test as they had in Stage I. They also ranked third on Mathematics and Reading having below average scores on all three variables. However on GPA they not only ranked second but had an above average score.

This presents a contrast to Stage I results where all scores were below average and rankings were fourth for Math and Reading and third for GPA.

Such results in Stage III would suggest that these girls worked fairly hard at their lessons but their peers only ranked them fourth in the Task Achievement area as compared to other groups. They are only ranked as average also in their ability to get along with their teachers so neither of these factors would seem to supply a reason for the above average score on GPA.

These girls were ranked lowest on Self-Assertion -- that is getting their own way with other students -- and lowest also on the variable indicating whether they worried a lot. Although they worried more than other groups when things went wrong they tended to keep their temper more easily. Although ranked quite highly on Implementation and Initiation they were not regarded as having the best ideas about what to do when faced with a problem.

As do most other groups, they have a higher job aspiration than expectation but in the case of these girls there is very little difference between the two. This is consistent with the finding in Stage I where aspiration and expectation were almost identical. Their aim was toward upward mobility into the lower-middle class and the level of educational aspiration was in keeping with this aim.

They were more ambitious than boys of the same age and social class in terms of aspirations and expectations but both groups hoped to obtain jobs well above the present status level of their fathers' jobs.

In spite of these high ambitions the value which ranked highest was that of Pleasant Associates, with Intellectual Stimulation and Security second and third. Pleasant Associates and Security had ranked first and third in Stage I but Intellectual Stimulation had ranked sixth. The other big change was in Self-Satisfaction which had ranked third in Stage I but only seventh in Stage III. These two values have in fact virtually changed places. This is not a general trend for all fourteen-year-old groups so clearly must be related in some way to the composition of this particular sample.

There was no change in the last three values which again were Management, Esthetics and Follow Father. The last value was particularly inappropriate for girls of this age group who, except in a few isolated cases, would find it impossible to follow their father's occupation.

On the whole the picture presented by the Social Attitudes Inventory was consistent with peer assessments in the behavior areas studied. This suggests that these girls were more serious in their approach to this instrument than might have been expected. The wording and format were really more suitable for ten-year-olds and it might have been expected that fourteen-year-olds would mark it in a fairly random fashion. However for Aggression and Task Achievement this group had the same rankings as had been given in peer assessment while for

Anxiety and Interpersonal Relations there was a difference of one rank from peer to self-assessment the more favorable assessment being made by the girls themselves. However in the case of Authority peers gave a better report of the girls' behavior than they did themselves.

Overall then the results on this instrument would seem to be quite valid with the social desirability factor not being nearly as intrusive as had been expected.

On the Views of Life instrument this group ranked first on two of the variables and fourth on one. They held most strongly of the four groups the view that a person should be able to control his feelings and also that working hard is more important than the actual grades obtained. This was consistent with their peers' assessment of their ability to keep their temper when things go wrong though not with their tendency to worry a lot.

They were lowest of the four groups in their desire for Independence.

The Sentence Completion instrument did not differentiate this group from any other in Stage III there being only four significant differences over the five behavior areas whereas in Stage I there had been thirteen.

The one similarity between the two stages was Attitude toward Authority, these girls ranking seventh in Stage I and eighth in Stage III. There was a reversal of rankings on Stance toward Aggression problems these girls ranking first in Stage I but eighth in Stage III. This, and their ranking of eighth also on Engagement, is not consistent with either their self or peer assessments of behavior in this area.

The Story Completion instrument totally failed to discriminate this group from any other in Stage III although in Stage I there had been some significant differences.

LONDON FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS BOYS

Aptitude and Achievement

In both Stage I and Stage III these boys ranked significantly highest on Math. In Stage III there were no other significant differences but in Stage I they ranked significantly high on both Reading and GPA, also, (second and first, respectively).

Behavior Rating Scales

There was no pattern of difference which distinguished this group in the same way in both Stage I and Stage III. In fact this group did not differ significantly from any other group in either stage.

Occupational Values Inventory

In both Stage I and Stage III these boys ranked significantly lowest on Intellectual Stimulation and significantly highest on Economic Returns.

In Stage III only, they ranked significantly high on Independence (first) and Success (second). In Stage I only, they ranked significantly low on Altruism (seventh), Esthetics (eighth), Variety (eighth), and Intrinsic score (eighth). They ranked significantly high on Economic Returns (second), Pleasant Associates (third), Follow Father (third), and Extrinsic score (first).

When the Order of Preference was looked at, Management and Esthetics ranked in the last three in both stages, while Pleasant Associates and Economic Returns came first and third, respectively. Security ranked second in Stage I but fifth in Stage III while Independence ranked second in Stage III but seventh in Stage I.

Occupational Interest Inventory

In both Stage I and Stage III these boys ranked significantly highest of the eight groups, i.e., they both aspired to and expected a job of the highest occupational status. They ranked fifth, significantly different from other groups, on Father Occupation/Child Aspiration.

In Stage III these boys ranked third on Father's Occupation, significantly different from other groups.

Educational Aspiration

These boys ranked significantly highest in both Stage I and Stage III.

Social Attitudes Inventory

Only the Stage III results can be discussed as both the form of the instrument and the scoring system were changed from that used in Stage I.

In Stage III they ranked significantly lowest on Authority, Aggression and Total Score.

Views of Life

This instrument was only administered to fourteen-year-old children and was only used in Stage III so there can be no comparison with Stage I. In Stage III these boys differed significantly from other groups on Earned Status/Bestowed Status where they ranked fourth. They ranked first on Total Score.

Sentence Completion

There were no similar findings for the Task Achievement scales but there was one difference. In Stage I these boys ranked sixth on Attitude but in Stage III they ranked first. There were no other significant differences in Stage I or Stage III.

There were no similar findings for Interpersonal Relations either. In Stage III this group ranked significantly lowest on Depressive Affect but otherwise did not differ significantly from other groups. However in Stage I they ranked significantly low on Attitude (seventh) and significantly high on Stance and Engagement (second and first), respectively.

In the Authority area there were no similar findings for both stages. In Stage III these boys ranked significantly highest on Stance and significantly low (seventh) on Depressive Affect. In Stage I they ranked significantly low (seventh) on Attitude but were not significantly different on any other variable.

The same pattern appeared in the Anxiety area with no similarities between the two stages. In Stage III these boys ranked significantly high on Positive Affect (third) but otherwise were not significantly different from any other group. In Stage I they ranked significantly highest on Stance, Coping Effectiveness and Frequency of Neutral Affect. They ranked significantly lowest on Frequency of Negative Affect.

Finally in the Aggression area there were no similarities. These boys ranked significantly lowest on Hostile Affect and highest on Neutral Affect in Stage III. There were no significant differences in Stage I.

Overall the only significant difference in Stage III was on the variable Depressive Affect, these boys scoring significantly lowest.

In Stage I they scored significantly low on Attitude (seventh) and significantly highest on Stance.

For the Parent/Child Interaction items there were no significant differences in Stage III. In Stage I they scored significantly lowest on Parent/Child Interaction and Father Interaction.

There were no significant differences in Stage I or Stage III on Reality/Fantasy Discrepancy score.

Story Completion

Comparison of Stage I and Stage III has proved quite difficult due to extensive revision of the instrument and its scoring system.

Certain scores were identical for both stages. The first of these was Coping Effectiveness ratings.

There were no similar findings in Stage I and Stage III. In Stage III these boys scored significantly lowest on Story One, Task Achievement, on Story Six, Nonacademic Task Achievement, and on Mean Coping Effectiveness. In Stage I there were no significant differences on individual story Coping Effectiveness ratings or on the Mean Coping Effectiveness rating.

Only five Coping Style dimensions were compared for both Stage I and Stage III and only the overall results were available for Stage I. For these scales of Stance, Engagement, Initiation, Implementation and Persistence, there were no similar findings in Stage I and Stage III. In Stage III they ranked significantly low on Engagement (seventh), Initiation (eighth), Implementation (eighth), and Persistence (eighth). They did not differ significantly from other groups on these dimensions in Stage I.

Taking those scales which were only computed for Stage III some significant differences did occur. On Mean Response Length they ranked third highest on each story and were significantly different from other groups. On Story One they ranked significantly lowest on Engagement, Initiation, Aid/Advice, Solver, Implementation, Outcome and Persistence. There were no significant differences from other groups on Story Two, Story Five, or Story Seven while for Story Three the only significant differences were on Negative Affect and Total Affect, these boys ranking eighth each time. On Story Four they ranked significantly lowest on Outcome. On Story Six they ranked significantly lowest on Engagement, Implementation and Persistence.

Overall they ranked significantly lowest on Solver, Outcome and Evaluation of Outcome.

Interpretive Comments

These boys did not show a consistent pattern of rankings across the Aptitude and Achievement tests. They ranked second on Aptitude with an above average score but only third on GPA with a score that was only just above average. Their score on Mathematics was well above average and was significantly greater than any of the other fourteen-year-old group's scores. On Reading they only ranked second with a score that was above average but not outstandingly so.

Their low GPA score was in sharp contrast to the Stage I score where the group ranked significantly highest with a GPA score well above average.

Such results would suggest that these boys did not work as hard in school as they might have done, an assumption supported by the peer assessment which ranked them fifth on the question concerning working hard in school. In fact their peers did not present a particularly flattering picture of this group. The only area in which this group did reasonably well was that of Anxiety, their peers indicating that they did not worry too much if things went wrong. They got on reasonably well with their teachers in comparison with other groups but not particularly well with peers. They were ranked low on Implementation, Initiation and Solver and only average on their ability to control their temper if things went wrong.

This picture was fairly consistent with their results in Stage I, especially in the field of Interpersonal Relations where both peer and self-reports indicated that they did not have many positive relationships.

Their levels of job aspiration and job expectation, as in Stage I, were very similar. This would be expected at this age when the boy is shortly to be required to choose the subjects that he will study for the remaining three or four years and that will influence his ultimate vocational choice. It would be difficult if a wide gap existed between aspiration and expectation here as it could create a number of problems for the boy. In keeping with the type of job they expected -- well up in the middle-class range -- most of them have as a goal some type of tertiary education.

In terms of values to be looked for in choosing a job it was interesting that they placed Pleasant Associates first particularly as they didn't get on too well with their peers. Perhaps because of this they felt a greater need of positive Interpersonal Relationships and they were looking toward another environment -- the job -- where this might be possible.

As in Stage I Economic Returns was still seen as important, ranking third in both stages; but while in Stage I Security was seen as even more important, in Stage III it had fallen to fifth ranking to be replaced by Independence which had only ranked seventh in Stage I.

This emphasis on Independence could be explained in one of two ways. Firstly, it could be a function of the increasing interest among students of their right to more freedom and the hope that if this cannot be obtained at school it can be obtained in the occupational area. Or it may have been brought about by the inclusion in the sample of a new school in Stage III whose particular philosophy might encourage boys to seek this particular value when thinking of a job.

Although Pleasant Associates was regarded as very important, in neither stage did Pleasant surroundings receive a high ranking while, as for other fourteen-year-old groups, Management and Esthetics were ranked lowest of all.

On the whole the picture presented by the Social Attitudes Inventory would suggest that these boys were not taking the instrument quite as seriously as had the ten-year-old groups. In fact, a number of these boys had made somewhat unfavorable remarks while completing the test. The results would suggest that rather than placing emphasis on the social desirability aspects these boys went to the other extreme and tried to show themselves in a pretty poor light. While the peer assements were not particularly flattering they did not present such a negative picture as the Social Attitude results would indicate.

The Views of Life instrument produced only one significant difference, these boys indicating that they regarded the grades and titles obtained by a person as more important than the actual work done.

The Sentence Completion did not differentiate this group from other groups on many variables either in Stage I or Stage III. While they had ranked sixth on Attitude toward Task Achievement in Stage I they ranked first in Stage III. They showed less negative affect in Stage III.

The results on Story Completion were partly consistent with peer assessments in that they ranked lowest on Implementation and Initiation. They were also lowest on Mean Coping Effectiveness,a finding in keeping with the results of the Social Attitudes Inventory.

LONDON FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS GIRLS

Aptitude and Achievement

In both Stage I and Stage III these girls ranked significantly highest of the four fourteen-year-old groups on the Aptitude and Reading tests. In Stage III they did not differ significantly from other groups on either Math or GPA. However in Stage I they did differ on Math, ranking second of the four groups.

Behavior Rating Scales

Neither group showed any significant differences from other groups in either Stage I or Stage III.

Occupational Values Inventory

In both Stage I and Stage III these girls ranked significantly high on Altruism (second and first), Esthetics (first),Independence (first and second), Pleasant Associates (second and first), and Intrinsic

Value (first). They ranked significantly low on Security (eighth), Economic Returns (seventh and eighth), Follow Father (sixth and seventh), and Extrinsic Value (eighth).

In Stage III only, they ranked significantly low on Prestige. In Stage I only, they ranked significantly low on Management (seventh), Creativity (seventh) and significantly highest on Variety.

Looking at Order of Preference of Values the first three rankings and the last two were the same in both Stage I and Stage III. They ranked Pleasant Associates, Altruism and Intellectual Stimulation as the first three and Management and Follow Father as the last two. Economic Returns was ranked ninth in Stage I and twelfth in Stage III.

Occupational Interest Inventory

In both Stage I and Stage III these girls ranked significantly high on Expectation (second and third, respectively), indicating a high occupational expectation. They ranked significantly low on Father Occupation/Child's Aspiration, seventh in both stages.

In Stage III these girls ranked second on Father's Occupation, differing significantly from other groups. In Stage I they also ranked significantly high on Child Aspiration (third) indicating that they aspired to a fairly high occupational status level. They ranked significantly lowest on Expectation/Aspiration indicating very little difference between the two. These results were not replicated in Stage III.

Educational Aspiration

This group ranked second, significantly different from other groups in both Stage I and Stage III.

Social Attitudes Inventory

Only the Stage III results can be discussed as both the form of the instrument and the scoring system were changed from those used in Stage I.

In Stage III these girls did not differ significantly from the other groups on any of the variables.

Views of Life

This instrument was only administered to fourteen-year-olds and was only used in Stage III so there can be no comparison with Stage I.

These girls differed significantly from other groups on Immediate/Delayed, Intrinsic/Extrinsic, and Independent/Interdependent where they ranked first and on Emotional Control/Emotional Expressivity where they ranked fourth. They ranked second on Total Score.

Sentence Completion

For the Task Achievement scales there were no similar findings in Stage I and Stage III. In Stage I these girls ranked significantly highest on Frequency of Positive Affect but were not significantly different on any other variable. In Stage III there were no significant differences.

In the Interpersonal Relations area there were no similar findings for the two stages. In Stage III these girls ranked lowest on Hostile Affect and highest on Depressive Affect. In Stage I they ranked significantly low on Attitude (sixth).

In the Authority area there were no similarities. In Stage III they ranked significantly highest on Aid/Advice and significantly low on Depressive Affect. In Stage I there were no significant differences. There was a similar pattern for Anxiety, the only differences coming on the Affect dimensions. In Stage III they ranked second on Positive Affect, while in Stage I they ranked second on Frequency of Negative Affect and seventh on Frequency of Neutral Affect.

There were no similarities either in the Aggression area. In Stage I they ranked significantly highest on Engagement but this difference was not replicated in Stage III, there being no significant differences on any variable.

Overall the only similar finding was for Positive Affect, these girls ranking first in Stage I and second in Stage III. In Stage III only, they ranked significantly highest on Stance, Aid/Advice and significantly lowest on Hostile Affect. In Stage I there were no significant differences not replicated in Stage III.

Story Completion

Comparison of Stage I and Stage III has proved different due to extensive revision of the instrument and its scoring system.

Certain scores were identical for both stages. The first of these was Coping Effectiveness ratings.

There were no similar findings for Stage I and Stage III. In Stage III these girls ranked significantly lowest on Story Two, dealing with Interpersonal Relations, while in Stage I they ranked significantly lowest on the Nonacademic Task Achievement story and on the Father

Authority story. There were no other significant differences on individual story Coping Effectiveness ratings or on the Mean Coping Effectiveness rating.

Only five Coping Style dimensions were compared for both Stage I and Stage III and only the overall results were available for Stage I. For these scales of Stance, Engagement, Initiation, Implementation, and Persistence there were no similar findings for Stage I and Stage III. In Stage III these girls ranked significantly lowest on Engagement while in Stage I they ranked significantly lowest on Stance. There were no other significant differences in either stage.

Taking those scales which were only computed for Stage III, some significant differences did occur. On Mean Response Length they ranked first on each story, as well as on the Mean Score, and were significantly different from other groups.

On Story One they ranked significantly low on Engagement and significantly highest on Negative and Total Affect. On Story Two they ranked significantly lowest on Engagement, Initiation and Solver and highest on Positive, Negative and Total Affect. On Story Three, Story Four, Story Five, Story Six, and Story Seven they ranked significantly high on Negative and Total Affect. The same significant differences occurred for Overall Affect measures, with the addition of the Positive Affect variable.

Interpretive Comments

These girls had the highest Aptitude score of the four fourteen-year-old groups and also scored highest on GPA. All their scores were above average, their Reading score being especially so. They ranked significantly highest of the fourteen-year-olds on this measure. As has been indicated their Math score was above average but on this particular test they ranked second to upper-middle class boys. This result might have been expected as boys tend to show a greater facility in the Mathematics area as compared to females.

The only difference of note from Stage I results was for GPA. For while in Stage III these girls were above average, in Stage I they were below average even though they ranked first on the Aptitude test. Thus it would seem that in Stage III this group showed more diligence in the classroom.

Such a hypothesis did not receive strong support from the peers' assessments. Although they were not significantly different from other groups they only ranked seventh in response to the question of who works hard at their lessons. In fact their peers did not have a very high

opinion of their coping abilities on any of the behavior areas. They did not regard this group as getting along particularly well with teachers and seemed to think their performance was even less satisfactory in the area of Interpersonal Relations. They rated them high on tendency to worry and lose their temper when things go wrong and to show relatively little efficiency as Initiator, Implementor, or Solver in a problem situation. Their best rank was fourth on the question concerning who got their own way with other students.

This was not quite the picture that was gained from Stage I results. That sample found it reasonably easy to get on with other people and could cope with aggression when it occurred. They preferred to discuss matters rather than try and argue it out. Their peers rated them fairly proficient in dealing with teachers and also indicated that they didn't worry excessively if things went wrong.

They aspired to and expected jobs of a high status level though not as high as had been the case in Stage I. Interestingly in both stages their expectation was of a slightly higher level than their aspiration. Many girls at this age would like to have a job either of a high altruistic nature or possibly a job involving animals. Neither of these have particularly high status levels. In both stages they were aiming at a fairly high level of education in keeping with the overall status level of the job expected. In neither case was their level of aspiration as high as that of their father's occupation. This could be explained by the fact that the level of the father's occupation was very high and not many of the jobs available to women have a comparable status.

Also the values these girls think most important are Pleasant Associates and Altruism. And as had already been indicated jobs with a high altruistic content do not usually have the highest status value. As for other female groups, Follow Father had the lowest ranking a position that has already been discussed.

There were few differences in ranking between Stage I and Stage III. Creativity had risen from eleventh to eighth and Economic Returns had fallen from nineth to twelfth but otherwise the order was very close indeed. This lack of interest in Economic Returns would suggest that these girls placed even more emphasis than did the Stage I group on the Intrinsic features of the job and in fact in terms of actual score units Pleasant Associates and Altruism were greater than in Stage I.

This group seemed to have treated the Social Attitudes instrument in the same manner as did fourteen-year-old upper-middle class boys. That is they did not take it quite as seriously as either the ten-year-old groups or the fourteen-year-old upper-lower groups. They presented a much more flattering picture ranking second on Interpersonal Relations, Anxiety and Aggression and fourth on Authority. Only on Task

Achievement did they give themselves a low ranking although their actual score was higher than for any other area. As has already been discussed, their peers saw them as performing fairly poorly in all five behavior areas. Thus while the boys had emphasized the social desirability factor in a negative direction these girls had emphasized the positive side. This behavior on the part of both groups was not surprising in the light of comments made at the time of testing which convinced the testers that this was not really a suitable instrument for use with older children.

Their results on the Views of Life instrument indicated that these girls ranked first among the four fourteen-year-old groups in their desire to act immediately, in their feeling that work was to be enjoyed and was its own reward and in their feeling of being free to question Authority if it was thought to be wrong. This feeling of work being its own reward certainly ties in with the nigh rating given to Altruism. They ranked lowest of the four groups in feeling they should be able to control their own feelings and this again ties in with peer and self-assessments of them not worrying easily, though not with the peer assessment of them losing their temper when things happen that they don't like.

The Sentence Completion failed to differentiate these boys from other groups in Stage III except on four variables, three of these being Affect variables. In Stage I only five variables produced significant differences and again three of them were Affect variables.

Likewise the Story Completion instrument produced almost no differentiation among the groups. They ranked lowest in Stage III on Interpersonal Relations and lowest in Stage I on Nonacademic Task Achievement.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no significant age differences in either Stage I or Stage III, since the scores were standardized separately within each age group.

There were three interactions in Stage I, one Age x SES and two Age x Sex. Both ten- and fourteen-year-old upper-lower class children did less well on GPA than did upper-middle class children, this trend being more marked at age fourteen. At age ten females scored better than males on both Math and GPA but at age fourteen the opposite was true. In Stage III Age x SEX interaction occurred on GPA giving completely opposite effects to those found in Stage I. Here the ten-year-old males did better than the females while at age fourteen the females scored higher than the males.

Socioeconomic Status

In both Stage I and Stage III upper-middle class children scored significantly better on all four variables than did upper-lower class children.

There were no significant interactions in Stage III. In Stage I a SES x Sex interaction occurred on GPA where upper-lower class females scored higher than upper-lower class males. However for the upper-middle class children, the males scored higher.

Sex

There were no significant Sex differences in Stage III and only one in Stage I, males scoring significantly higher than females on GPA.

BEHAVIOR RATING SCALES

Interpretive Restrictions

Because the ten-year-old children were not only in different classes, but in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Consequently, it is not valid or meaningful to compare scores across the two age groups as a whole. However, it is meaningful to compare differences within the two age groups.

Age

Main Age effects were not interpretable in either Stage I or Stage III.

In Stage III, there was only one Age x SES interaction. This interaction involved IPR where the ten-year-old middle-class group excelled, whereas the opposite was true among the fourteen-year-old where the lower-class group excelled.

There was also only one Age x Sex interaction. This one involved the ability to cope with Anxiety. Here the ten-year-old males and females had equal scores but, at fourteen, the males scored significantly higher than the females.

There was one significant Age x Sex interaction in Stage I, on the Authority question, where females scored significantly better than males at both ten and fourteen, this trend being greater at the ten-year-old level.

Socioeconomic Status

There were no significant SES differences in Stage III, but in Stage I the upper-middle class children scored higher on Task Achievement, while the upper-lower class children scored higher on Nonacademic Task Achievement and Aggression.

One SES x Sex interaction occurred in both Stage I and Stage III on Self-Assertion. However although in both stages the upper-lower class males coped better than the upper-lower class females, this trend was greater in Stage I. The upper-middle class males excelled in Stage I, the opposite was true in Stage III. In Stage I there were Sex interactions for Anxiety and Aggression, upper-lower class males scoring higher than females of the same social class on both occasions. Upper-middle class females also scored higher on Aggression but this trend was reversed for Anxiety.

Sex

In both Stage I and Stage III females scored significantly better than males on Authority while males scored higher than females in the Anxiety area.

In Stage III only, females coped significantly better with Aggression than did males, while males scored higher on Solver, a variable which was not present in Stage I.

In Stage I, only, females scored significantly higher than males on Task Achievement Academic, Interpersonal Relations, and the Summary Score. Males scored significantly higher than females on Self-Assertion.

OCCUPATIONAL VALUES

Age

There were six values on which significant age differences occurred in both Stage I and Stage III. For Prestige and Follow Father ten-year-olds scored higher than fourteen-year-olds. For Independence, Success, Security and Pleasant Associates the reverse was true.

There were no significant differences in Stage III that did not occur in Stage I.

In Stage I ten-year-olds scored higher than fourteen-year-olds on Altruism, Management, Intellectual Stimulation, Creativity and Overall Intrinsic score. Fourteen-year-olds scored higher than ten-year-olds on Economic Returns and Overall Extrinsic score.

When ranking of values was looked at it was seen that ten-year-olds in both Stage I and Stage III ranked Intellectual Stimulation first and Security third. Fourteen-year-olds ranked Pleasant Associates first on both occasions and Security second and third, respectively. In both stages ten-year-olds ranked Management, Esthetics as their last two choices while fourteen-year-olds chose Management, Esthetics and Follow Father as their last three. In Stage III ten-year-olds ranked Creativity second while in Stage I it had been ranked seventh. Altruism ranked fifth as compared to second in Stage I.

There were no Age x SES interactions that were the same for both stages.

In Stage III there were significant interactions on two variables. Ten-year-old upper-lower class children ranked Esthetics higher than ten-year-old upper-middle class children while the trend was reversed for fourteen-year-olds. Upper-lower class children ranked Security higher than upper-middle class children at both age levels, this trend being greater at age fourteen.

In Stage I there was only one Age x SES interaction. At age ten upper-lower class children ranked Prestige higher than upper-middle class children but the trend was reversed at age fourteen.

Two values produced an Age x Sex interaction in both Stage I and Stage III. These were Altruism and Security. On Altruism, on both accasions, the ten- and fourteen-year-old females ranked it higher than

than ten- and fourteen-year-old males, and on both occasions this trend was greater at age fourteen. On Security the ten-year-old females on both occasions ranked it higher than the ten-year-old males and the opposite was true at age fourteen.

There were two other significant interactions in Stage III. For Prestige ten-year-old females ranked higher than ten-year-old males with the trend reversed at age fourteen. For Follow Father males at age ten and at age fourteen ranked it higher than females, the trend being greater at age ten.

In Stage I there was a significant interaction on Management not replicated in Stage III. At age ten females ranked this value higher than males did. At age fourteen males placed more emphasis on it than females.

Socioeconomic Status

There were three values that showed significant class differences in both Stage I and Stage III. Upper-lower class children ranked Success and Security higher than upper-middle class children, while upper-middle class children placed more emphasis on the value of Follow Father.

In Stage III,only, there were significant class differences also on Altruism and Independence, upper-middle class children giving these values a higher rank. There was also a significant difference on Variety, upper-lower class children placing greater emphasis on this value.

In Stage I, only, upper-lower class children ranked Economic Returns significantly higher than upper-middle class children while the reverse applied for the value of Pleasant Associates.

When ranking of values was looked at it was seen that in both Stage I and Stage III upper-lower class children placed Intellectual Stimulation, Security, and Pleasant Associates as their first three rankings though not in the same order. Their last three were also the same -- Management, Esthetics, and Follow Father. The upper-middle class children also placed the same values in the first three rankings for both stages. They were Pleasant Associates, Intellectual Stimulation, and Altruism. They also placed Follow Father, Management, and Esthetics as the last three.

There were no SES x Sex interactions that were the same for both Stage I and Stage III. In Stage I upper-lower class females placed more emphasis on Management than did males of the same social class. Upper-middle class males, however, ranked it higher than upper-middle class females.

Females of both social classes ranked Pleasant Surroundings and Pleasant Associates higher than males of the corresponding classes. When the value was Follow Father, however, the males obtained a higher rank regardless of social class, this trend being greater at the lower class level.

Only one interaction was significant in Stage III. Upper-lower class females ranked Success higher than upper-lower class males but for upper-middle class children the trend was reversed.

Sex

Ten values showed significant Sex differences in both Stage I and Stage III. Males ranked higher than females on Creativity, Economic Returns, Follow Father, and Overall Extrinsic score. Females ranked higher than males on Altruism, Esthetics, Intellectual Stimulation, Pleasant Associates, Variety, and Overall Intrinsic score.

In Stage III only males ranked higher than females on Success.

In Stage I only females ranked higher than males on Self-Satisfaction and Pleasant Surroundings while males ranked higher on Prestige.

When ranking of values was looked at it was seen that males placed Security and Intellectual Stimulation among their first three rankings and Management and Esthetics among their last three choices in both stages. Females ranked Pleasant Associates, Altruism, and Intellectual Stimulation as their first three choices and Esthetics, Management, and Follow Father as their last three choices in both stages.

In Stage I males ranked Creativity seventh while in Stage III it was ranked first. Females ranked Independence ninth in Stage I and seventh in Stage III.

OCCUPATIONAL INTEREST INVENTORY

Age

In both Stage I and Stage III fourteen-year-olds aspired to and expected jobs of a higher status level than did ten-year-olds. They also scored significantly higher on the Father Occupation/Child Aspiration variable, indicating that fourteen-year-olds were aspiring to a job of a higher status level than their father's.

There were no significant age differences in Stage III that did not occur in Stage I. In Stage I the discrepancy between Expectation and Aspiration was significantly greater for the ten-year-olds.

There were no significant Age x SES interactions that occurred in both Stage I and Stage III.

In Stage I the Father Aspiration/Child Aspiration discrepancy was significantly greater for upper-middle class children at age ten. At age fourteen upper-lower class children had a higher score.

There were no significant Age x Sex interactions that occurred in both Stage I and Stage III.

In Stage III fathers of ten-year-old males had jobs of a higher status level than ten-year-old females. At age fourteen the opposite was true.

In Stage I ten-year-old females had a significantly larger Expectation/Aspiration discrepancy than did ten-year-old males. At age fourteen males had the larger discrepancy. For both the Father Aspiration/Child Aspiration discrepancy and the Mother Aspiration/Child Aspiration discrepancy ten-year-old females had significantly higher scores. Males had significantly larger discrepancy scores at age fourteen.

Socioeconomic Status

In both Stage I and Stage III upper-middle class children had higher Expectation and Aspiration status levels than did upper-lower class children. There was a significantly greater discrepancy between the level of Father's Occupation and the level of Child's Aspiration for upper-lower class children in both stages.

In Stage III, only, the discrepancy between Child's Expectation/Aspiration was significantly greater for upper-lower class children. There were no significant differences in Stage I that did not appear in Stage III.

There were three significant SES x Sex interactions that appeared in both stages. For Child's Aspiration, Child's Expectation, and Father Occupation/Child Aspiration discrepancy upper-lower class females scored higher than upper-lower class males. However upper-middle class males scored higher than upper-middle class females.

There were no significant differences in Stage III that did not occur in Stage I. In Stage I, only, for both Father Aspiration/Child Aspiration and Mother Aspiration/Child Aspiration discrepancies upper-lower class males scored higher than upper-lower class females with the trend reversed for upper-middle class children.

Sex

In both Stage I and Stage III the Expectation/Aspiration discrepancy was greater for males than for females.

In Stage III, only, males scored significantly higher on the Aspiration variable, while in Stage I females scored significantly higher on the Expectation variable.

EDUCATIONAL ASPIRATION

Age

In Stage III fourteen-year-olds aspired higher than ten-year-olds. In Stage I there was no significant difference.

There was no significant Age x SES interaction in Stage III but in Stage I, ten- and fourteen-year-old upper-middle class children aspired higher than upper-lower class children of the same age groups, this trend being greater at age fourteen.

There were no Age x Sex interactions at either stage.

Socioeconomic Status

In both Stage I and Stage III upper-middle class children had a higher Educational Aspiration than did upper-lower class children.

There was no significant SES x Sex interaction in Stage I but in Stage III upper-lower class females aspired higher than upper-lower class males, with males aspiring higher than females in the upper-middle groupings.

Sex

There was no significant difference in Stage I or Stage III.

SOCIAL ATTITUDES INVENTORY

Only the Stage III results can be discussed as both the form of the instrument and the scoring system were changed from those used in Stage I.

Age

Ten-year-olds scored significantly higher than fourteen-year-olds on Task Achievement, Authority, Aggression and on the Total Score. There were no significant Age x Sex interactions.

Socioeconomic Status

There were no significant SES differences and no significant SES x Sex interactions.

Sex

Females scored significantly higher than males on Authority, Aggression, Interpersonal Relations and on the Total Score.

VIEWS OF LIFE

This instrument was only administered to fourteen-year-old children and was only used in Stage III so there can be no age discussion and no comparison with Stage I.

Socioeconomic Status

Upper-middle class children scored significantly higher on Locus of Control, Intrinsic/Extrinsic, Self/Joint Implementation and on the Total Score. Upper-lower class children scored higher on Emotional Control/Emotional Expressivity. There was one significant SES x Sex interaction. Upper-lower class females scored higher than upper-lower class males on Emotional Control/Emotional Expressivity, while for upper-middle class children males scored higher than females.

Sex

Females scored higher than males on Intrinsic/Extrinsic and Earned Status/Bestowed Status while males scored higher on Positive/Negative Self-Concept.

SENTENCE COMPLETION

Age

For the Task Achievement scales there were no significant differences that were the same for both stages. In Stage III ten-year-olds scored higher than fourteen-year-olds on Depressive Affect. In Stage I ten-year-olds scored higher than fourteen-year-olds on Attitude.

There were no Age x SES interactions in Stage I but in Stage III ten-year-old upper-lower class children scored higher than ten-year-old upper-middle class children while at age fourteen the trend was reversed.

There were no Age x Sex interactions in Stage I or Stage III.

In the Interpersonal Relations area ten-year-olds had a significantly higher score on Attitude in both Stage I and Stage III.

In Stage III only, ten-year-olds scored higher on Hostile Affect and significantly lower than fourteen-year-olds on Neutral Affect.

In Stage I only, fourteen-year-olds scored significantly higher on Stance, Engagement, and Coping Effectiveness.

There were no significant Age x SES interactions in either Stage I or Stage III. There were no significant Age x Sex interactions in Stage III but in Stage I ten-year-old females scored significantly higher than ten-year-old males on the Engagement variable, while at age fourteen males scored significantly higher.

In the Authority area ten-year-olds had a higher Attitude score in both Stage I and Stage III. In Stage III, only, ten-year-olds obtained a higher score on Depressive Affect while fourteen-year-olds scored higher on Stance and Neutral Affect.

In Stage I ten-year-olds scored significantly higher on Engagement and Frequency of Positive Affect.

One Age x SES interaction was the same in both stages. Ten-year-old upper-lower class children obtained higher Attitude scores than ten-year-old upper-middle class children while at age fourteen it was the upper-middle class children who obtained higher scores.

In Stage III there is a significant Age x SES interaction for Depressive Affect, upper-lower class children scoring higher at age ten and upper-middle class children scoring higher at age fourteen.

In Stage I, only, a significant interaction occurred on Stance, upper-middle class children scoring higher at both age levels, the trend being greater at age ten.

There were no Age x Sex interactions in Stage III but in Stage I ten- and fourteen-year-old females showed significantly more Negative Affect and less Neutral Affect than males of the same two age groupings, in each case the trend being more marked at the ten-year-old level.

In the Anxiety area there were no significant age differences in Stage I but in Stage III ten-year-olds scored significantly higher on Engagement, Aid/Advice and Neutral Affect, while fourteen-year-olds scored higher on Stance, Coping Effectiveness, and Positive Affect.

There were no significant interactions in Stage I but in Stage III there was one Age x SES interaction for Hostile Affect, ten-year-old upper-middle class children scoring higher than ten-year-old upper-lower class children with the trend reversed at age fourteen.

In the Aggression area there were no significant differences that were the same for both Stage I and Stage III.

In Stage III ten-year-olds scored significantly higher on Engagement and Aid/Advice. In Stage I fourteen-year-olds scored significantly higher on Stance and Coping Effectiveness.

There were no interactions that were the same in both stages. In Stage III there were four Age x SES interactions. For Engagement, Aid/Advice and Neutral Affect ten-year-old upper-lower class children scored higher than ten-year-old upper-middle class children with the reverse being true at age fourteen. For Hostile Affect upper-middle class children scored higher at age ten and upper-lower class children scored higher at age fourteen.

In Stage I there was one significant Age x SES interaction. Ten-year-old upper-middle class children scored higher on Coping Effectiveness and fourteen-year-old upper-lower class children scored higher than fourteen-year-old upper-middle class children.

While the Age x Sex interaction for Coping Effectiveness was significant in both Stage I and Stage III the results differed slightly. In both stages fourteen-year-old females coped better than fourteen-year-old males but while at age ten females also scored higher in Stage III in Stage I males obtained the higher scores.

There were no other significant Age x Sex interactions in Stage III but in Stage I ten-year-old females showed significantly more Negative Affect and less Neutral Affect, while fourteen-year-old males also showed more Negative and less Neutral Affect.

Overall there was one significant age difference that was the same for both stages. Ten-year-olds had higher scores on Attitude. In Stage III, only, ten-year-olds scored significantly higher on Engagement, Hostile Affect, and Depressive Affect, while fourteen-year-olds scored higher on Stance and Positive Affect.

There were no significant Age x SES interactions in Stage I but one on Attitude in Stage III, ten-year-old upper-lower class children scoring higher than ten-year-old upper-middle class children with the trend reversed at age fourteen.

There were no significant Age x Sex interactions in Stage III but in Stage I the females scored significantly higher on Negative Affect and significantly lower on Neutral Affect, at both age levels, this trend being greater at age ten in both instances.

In both Stage I and Stage III significant age differences occurred on Self-Concept and Parent/Child Interaction. However, in Stage III ten-year-olds scored higher on Self-Concept and lower on Parent/Child Interaction. In Stage I the opposite was true, fourteen-year-olds scoring higher on Self-Concept and lower on Parent/Child Interaction.

In Stage III only, ten-year-olds scored higher on both Mother and Father Interactions.

There were no significant interactions at either stage.

Socioeconomic Status

In the Task Achievement area there were no significant class differences in Stage I and one significant difference in Stage III, upper-middle class children obtaining higher scores on the Coping Effectiveness variable.

There were no interactions that were the same for both stages. In Stage III upper-lower class females scored higher on Hostile Affect than upper-lower class males with the trend reversed for upper-middle class children.

In Stage I upper-lower class females scored higher on Stance with males obtaining the higher score at the upper-middle class level.

In the Interpersonal Relations area there were no significant differences in Stage I but in Stage III upper-middle class children scored significantly higher on Engagement, Aid/Advice, and Coping Effectiveness.

There were no significant SES x Sex interactions in Stage III but there were three interactions in Stage I. On Coping Effectiveness females scored higher than males for both social classes, the trend being more marked at the lower-class level. Upper-lower class males scored higher than upper-lower class females on Negative Affect and lower on Neutral Affect. Upper-middle class females scored higher than upper-middle class males on Negative Affect and lower on Neutral Affect.

In the Authority area there were two significant differences that were the same for both Stage I and Stage III. For the variables of Stance and Engagement upper-middle class children scored significantly higher on both occasions.

One significant difference in Stage III was on a new variable, Aid/Advice, upper-middle class children scoring significantly higher than upper-lower class children.

In Stage I only, upper-middle class children scored significantly higher on Negative Affect and significantly lower on Neutral Affect.

There were no significant interactions in either stage.

In the Anxiety area there were no significant differences in either Stage I or Stage III and no significant interactions.

In the Aggression area there were no significant class differences in Stage III. In Stage I only, upper-middle class children scored significantly higher on Stance and Engagement.

There were no significant interactions in Stage III but in Stage I two SES x Sex interactions occurred both on Affect variables. Upper-lower class males showed significantly more Negative Affect and less Neutral Affect than upper-lower class females while the reverse was true for upper-middle class children, females showing more Negative and less Neutral Affect.

Overall three variables had significant differences in Stage I and Stage III. Upper-middle class children scored significantly higher on Stance, Engagement, and Coping Effectiveness. In Stage III only, upper-middle class children scored higher on Aid/Advice.

In Stage I middle-class children scored significantly higher on Positive Affect.

There were no significant interactions in Stage III but three occurred in Stage I. Upper-lower class females scored significantly higher than upper-lower class males on Coping Effectiveness, but for upper-middle class children the males achieved the higher score. The other two interactions came on Affect variables, females of both social groupings scoring higher on Negative Affect and lower than males on Neutral Affect, the trend being more marked in both instances at the middle-class level.

In both Stage I and Stage III there was a significant class difference on the Parent/Child Interaction variable. But while in Stage III upper-middle class children scored higher than upper-lower class children, the reverse was true in Stage I. In Stage I only upper-lower class children scored higher on Father Interaction.

There were no SES x Sex interactions in either stage.

On Reality/Fantasy, in both Stage I and Stage III, the middle-class children scored higher than the lower-class children. There were no significant interactions.

Sex

One significant difference occurred in the Task Achievement area in both Stage I and Stage III on Attitude but whereas in Stage III the males scored higher than the females, in Stage I the females scored higher than the males. There were no other significant differences in Stage III. In Stage I the males scored significantly higher on Frequency of Neutral Affect.

In the Interpersonal Relations area significant differences occurred on two variables in both stages. Females scored higher than males on Attitude and Coping Effectiveness.

In Stage III only, females also scored significantly higher than males on Engagement, Aid/Advice, and Depressive Affect; while males scored significantly higher on Hostile Affect.

In Stage I only males scored significantly higher on Stance.

In the Authority area there was only one similar finding, females scoring higher than males on Attitude. In Stage III only, females scored significantly higher than males on Engagement, Aid/Advice, and Coping Effectiveness while males scored higher on Hostile Affect.

In Stage I only, females scored significantly higher on Stance and Frequency of Negative Affect. There was a significant difference on Frequency of Neutral Affect in both stages but in Stage III the females scored significantly higher while in Stage I the reverse was true.

There were no findings that were similar for both stages in the area of Anxiety. In Stage III there were only two significant differences, males scoring higher on Hostile Affect and females scoring higher on Depressive Affect.

In Stage I the males scored significantly higher on Stance, Engagement, Coping Effectiveness and Frequency of Neutral Affect, while females scored higher on Frequency of Negative Affect.

In the Aggression area there were no findings that were similar for both stages. In Stage III only, females scored significantly higher on Coping Effectiveness and Neutral Affect while males scored higher on Hostile Affect. In Stage I only females scored significantly higher on Engagement.

In both stages there was a significant difference on Stance. But while in Stage III males scored significantly higher than females the reverse was true in Stage I.

Overall one similar difference occurred in both stages. Females scored significantly higher than males on Attitude. In Stage III only females also scored significantly higher on Engagement, Aid/Advice, Coping Effectiveness, and Depressive Affect with males scoring higher on Hostile Affect. In Stage I females scored significantly higher on Positive and Negative Affect while males scored higher on Neutral Affect.

On the Interaction items there were no significant Sex differences in Stage I and only one in Stage III, females scoring higher than males on the Parent/Child Interaction variable.

STORY COMPLETION

Age

Considering first the Coping Effectiveness ratings for stories which were identical or nearly so for both stages there were no similar Age findings for Stage I and Stage III.

In Stage III ten-year-olds scored significantly higher than fourteen-year-olds on the Task Achievement story, while in Stage I ten-year-olds scored significantly higher on the Interpersonal Relations story and the Father Authority story with fourteen-year-olds scoring higher on the Aggression story.

On the Mean Coping Effectiveness rating ten-year-olds scored significantly higher in Stage III but there was no significant difference in Stage I.

There were no Age x SES interactions in Stage III for Coping Effectiveness on the similar stories or for overall Coping Effectiveness. However, in Stage I there was one for the Mother Authority story. At age ten the lower-class children scored higher; while at age fourteen the middle-class children received the higher scores.

There were no Age x Sex interactions that were similar for both stages. In Stage I the females of both age groups scored higher than did the males on Aggression; however, this difference was accentuated in the fourteen-year-old sample. On the Anxiety story, at age ten the males scored higher; while at age fourteen the females received higher scores. There was one significant Age x Sex interaction in Stage III for Anxiety (Story Four). At age ten the males scored higher but at age fourteen the females received higher scores.

Turning to the Coping Style dimensions only five were scaled in both Stage I and Stage III -- these were Stance, Engagement, Initiation, Implementation, and Persistence and only mean scores were available for Stage I data.

There were no similar findings on these dimensions for Stage I and Stage III. In Stage III only ten-year-olds scored significantly higher on Engagement and Implementation while in Stage I they scored significantly higher on Stance and Affect Tone.

There were no Age x SES interactions in either stage.

There was one similar Age x Sex interaction in both stages on the Persistence variable. At age ten males scored higher than females but at age fourteen females obtained the higher scores.

There were a number of Age main effects occurring on individual story scale scores which were observed for the first time in Stage III. One consistent finding was on Response Length. The fourteen-year-olds scored higher than the ten-year-olds on all seven stories and on the Mean Response Length.

On Story One (Task Achievement) ten-year-olds scored higher on Engagement, Initiation, Aid/Advice, Solver, Implementation, Outcome, and Evaluation of Outcome, while the fourteen-year-olds scored higher on Positive Affect and Total Affect. On Story Two (Interpersonal Relations) ten-year-olds scored higher on Engagement and on Solver, while fourteen-year-olds scored higher on Positive, Negative, and Total Affect.

The only significant difference on Story Three (Aggression) apart from Response Length was Evaluation of Outcome where the ten-year-olds had a higher score.

The only significant differences on Story Four (Anxiety) were on Stance and on the Affect variables where the fourteen-year-olds scored significantly higher on both Negative and Total Affect, as well as on Stance. The same differences occurred for Story Five (Authority), except Stance showed no age difference .

On Story Six (Anxiety) ten-year-olds scored significantly higher on Engagement, Solver and Implementation while the fourteen-year-olds scored significantly higher on Negative and Total Affect.

On Story Seven (Nonacademic Task Achievement) ten-year-olds scored higher on Engagement, while fourteen-year-olds scored higher on Positive, Negative, and Total Affect.

There were a number of Age x SES interactions. On Story One for both Engagement and Initiation, at age ten the upper-middle class scored higher, while at age fourteen the upper-lower class received the higher scores. On Response Length, the upper-middle class children excelled at both age levels, however, this difference was greater in the fourteen-year-old sample.

On Story Two ten-year-old upper-lower class children scored higher than upper-middle class children of the same age on Total Affect. At age fourteen the situation was reversed.

On Story Three there were no Age x SES interactions. On Story Four, there were two significant Age x SES interactions. For Stance, at age ten the upper-lower class children scored significantly higher than the upper-middle class children, but at age fourteen there was virtually no social class difference. For Response Length, at both age levels the middle-class children scored higher, but this difference was greater in the fourteen-year-old sample than in the ten-year-old sample.

There were two significant interactions on Story Five. Both ten- and fourteen-year-old upper-middle class children scored significantly higher on Response Length, but this difference was greater in the fourteen-year-old sample. Ten-year-old upper-lower and upper-middle class children had almost identical scores on Negative Affect but at age fourteen upper-middle class children scored significantly higher.

On Story Six ten-year-old upper-lower class children scored higher than ten-year-old upper-middle class children with the difference reversed at age fourteen for the dimension of Solver. There were no significant Age x SES differences on Story Seven.

There were also a number of Age x Sex interactions. On Story One ten- and fourteen-year-old females scored significantly higher than males of the same age groupings on both Response Length and Total Affect, however this difference was greater in the fourteen-year-old sample. On Instrumentality, at age ten the males scored higher, but at age fourteen the females received higher scores.

On Story Two ten-year-old males scored higher than ten-year-old females while fourteen-year-old females scored higher than males of the same age on Evaluation of Outcome and Total Affect. Ten- and fourteen-year-old females scored higher than males of the same age groupings on Response Length and Positive Affect; but this difference was accentuated in the fourteen-year-old sample.

On Story Three ten- and fourteen-year-old females scored higher than males of the same age groupings on Response Length and Total Affect, but this difference was accentuated in the fourteen-year-old sample. For Negative Affect Hero, at age ten there was virtually no Sex difference; but at age fourteen the females scored higher.

On Story Four ten-year-old males scored higher than ten-year-old females with the reverse being true at age fourteen on Solver and Outcome. Females scored higher than males on Response Length at both age ten and age fourteen; but this difference in favor of the females was greater in the fourteen-year-old sample.

On Story Five there was one significant Age x Sex interaction. For Response Length females obtained higher scores at both age levels, but this difference was accentuated at age fourteen.

For the three significant interactions for Story Six (Response Length, Negative Affect and Total Affect) ten- and fourteen-year-old females scored higher than males of the same age groupings, however this difference in favor of the females was accentuated at age fourteen.

The only Age x Sex interaction for Story Seven was on Response Length where again females of both ages scored significantly higher than their male counterparts, though this difference was accentuated in the fourteen-year-old sample.

Socioeconomic Status

When the Coping Effectiveness ratings for stories similar in Stage I and Stage III were compared there were no findings that were similar for the two stages.

In Stage III no significant class differences in Coping Effectiveness occurred on any of the stories except Story Four (Anxiety) where the upper-lower class scored higher. In Stage I only one significant difference occurred and that was on the Nonacademic Task Achievement story where the upper-lower class children scored higher than the upper-middle class children.

On the Mean Coping Effectiveness rating upper-lower class children scored significantly higher in Stage III but there was no significant difference in Stage I.

On the individual stories there were two interactions with Sex in Stage III and three interactions in Stage I.

In Stage III for the Task Achievement story, upper-lower class females scored higher than upper-lower class males, while for the upper-middle class, males scored higher.

In Stage I there was no significant interaction on Task Achievement but on the Aggression story females of both social classes scored higher than males, this difference in favor of females being greater at the upper-lower class level. In the Nonacademic Task Achievement story upper-lower class females scored higher than upper-lower class males with the trend reversed for upper-middle class children.

In both Stage I and Stage III there was a significant interaction on the Interpersonal Relations story but the differences were in opposite directions. In Stage III upper-lower class females scored higher than upper-lower class males, with upper-middle class males scoring higher than females of the same social class. However in Stage I the reverse occurred with the upper-lower class males and the upper-middle class females obtaining the highest scores.

Turning to the Coping Style dimensions there were no similar findings for Stage I and Stage III. In Stage III only upper-lower class children scored higher on Engagement, Initiation, Aid/Advice, Solver, Implementation, and Outcome. The upper-middle class children scored higher on Response Length and Negative Affect Hero. In Stage I the upper-lower class children scored higher on Stance and Affect Associated with the Problem.

There was one SES x Sex interaction which was similar in both stages. The upper-lower class females scored significantly higher than the upper-lower class males on Engagement while the upper-middle class males scored higher than the females of the same social class.

There were a number of SES main effects concerning individual story scale scores that were observed for the first time in Stage III. One consistent finding was on Response Length. Upper-middle class children scored higher than upper-lower class children on all seven stories and on the Mean Response Length.

On Story One there were no class differences apart from Negative Affect where upper-middle class children scored higher.

On Story Two, the upper-lower class children scored higher than did the upper-middle class children on both Engagement and Initiation. There were no social class differences (other than Response Length) on Story Three.

On Story Four upper-lower class children scored significantly higher on Engagement, Stance, Solver, Outcome and Coping Effectiveness.

On Story Five upper-lower class children scored significantly higher on Implementation while upper-middle class children scored higher on Negative Affect.

In Story Six upper-lower class children scored higher on Engagement and Initiation, while in Story Seven they scored higher on Engagement.

On Story One there were a large number of SES x Sex interactions with all but one in the same direction. For Engagement, Initiation, Aid/Advice and Solver the upper-lower class females scored higher than upper-lower class males with the reverse being true for the upper-middle class children. For Implementation, again the upper-lower class females scored higher; but in the upper-middle class there was actually no Sex difference.

For Story Two upper-lower class females and upper-middle class males scored higher on Stance, Aid/Advice, Solver, Implementation, Outcome and Evaluation of Outcome. Males scored higher than females for both class groupings on Engagement, though the difference in favor of the males was greater in the upper-middle class. For Response Length, the females scored higher in both social classes but this difference was greater in the upper-middle class than in the upper-lower class.

For Story Three upper-lower class females and upper-middle class males scored higher on Engagement, Initiation and Aid/Advice, but there were no significant SES x Sex interactions for Story Four, Story Five, or Story Seven. For Story Six upper-lower class males scored higher than upper-lower class females while upper-middle class females scored higher than upper-middle class males on Stance.

Sex

When the Coping Effectiveness ratings for stories similar in Stage I and Stage III were compared there were no findings that were similar for the two stages.

In Stage III females scored significantly higher than males on the Task Achievement story while in Stage I females scored significantly higher than males on the Aggression story. Males scored higher than females in Stage I on the Father Authority and the Anxiety story.

On the Mean Coping Effectiveness rating there were no significant differences in Stage I or Stage III.

Turning to the Coping Style dimensions, there were four significant Sex differences in Stage III where the females scored higher on Mean Evaluation of Outcome, Positive Affect, Negative Affect, and on Total Affect. In Stage I, only on Stance and Affect Associated with the Problem were there Sex differences with the males scoring higher in each case.

There were a number of Sex main effects concerning individual story scale scores which were observed for the first time in Stage III. One consistent finding was on Response Length. Females scored higher than males on all seven stories and on the Mean Response Length.

On Story One females scored higher than males on Stance, Solver, Implementation, Outcome, Evaluation of Outcome, Positive, Negative, and Total Affect.

On Story Two, males scored higher than females on Engagement, Initiation and Instrumentality, while females scored higher on Positive and Total Affect.

On Story Three females scored higher on Negative and Total Affect while on Story Four males scored higher on Engagement and Aid/Advice and females scored higher on Total Affect.

On Story Five males scored higher than females on Aid/Advice while females scored higher on Negative and Total Affect.

Females also scored significantly higher on Negative and Total Affect for Story Six. For Story Seven males scored higher on Stance, Aid/Advice and Solver; while females scored higher on Positive Affect, Negative Affect, and Total Affect.

INTERPRETIVE COMMENTS

Age

As the Aptitude and Achievement scores were standardized separately within age groups no difference could be expected here. There was only one significant difference within age groups. This was on GPA, males scoring higher at age ten but females scoring higher than males at age fourteen. In Stage I the opposite had been the case.

While it is difficult to compare Behavior Rating Scale scores across age groups there was a trend in Stage I for the two age groups to have almost identical scores on each of the items of the peer BRS. The trend in Stage III was for ten-year-olds' scores to be consistently of greater value than those of fourteen-year-olds', on each of the variables. In only one case did the difference reach statistical significance, on Academic Task Achievement. There was one departure from this trend and this was for Anxiety where fourteen-year-olds had a higher score than ten-year-olds. This would seem to be largely due to the scores of fourteen-year-old males. For while at age ten males and females had equal scores, at age fourteen males scored significantly higher than females.

In both stages fourteen-year-olds aspired to and expected jobs of a higher status level than did ten-year-olds. In Stage I the discrepancy between Expectation and Aspiration had been significantly greater for ten-year-olds suggesting that by age fourteen children had a more realistic approach. However this was not the case in Stage III, both age groups having Expectation and Aspiration levels that were very close in value.

In keeping with their higher Occupational Expectation and Aspiration, fourteen-year-olds had a higher Educational Aspiration. However in spite of their differences in the Occupational and Educational Aspiration areas, their choice of values was very similar. Intellectual Stimulation, Security, Self-Satisfaction and Altruism appeared among the first five values for both age groups. However while Pleasant Associates had ranked sixth for ten-year-olds it ranked first for fourteen-year-olds, and Creativity ranking second for ten-year-olds was in tenth place for fourteen-year-olds. Another difference was the ranking of Independence. Ten-year-olds placed this thirteenth, but by age fourteen it had risen to sixth. Management and Esthetics, however, still appeared among the last three values.

The first choice of both groups in Stage I was the same as for Stage III -- Intellectual Stimulation for ten-year-olds and Pleasant Associates for fourteen-year-olds. For fourteen-year-olds the last six values were the same in both stages. For other values, however, there were a number of differences in ranking particularly for ten-year-olds. As

was mentioned in the subgroup description, Prestige was more highly valued in Stage III changing from tenth rank to seventh. And again for ten-year-olds, Success ranked sixth in Stage I but only twelfth in Stage III.

As has already been indicated in the subgroup discussions, the validity of the Social Attitudes instrument must be somewhat suspect for the fourteen-year-old groups, particularly for the upper-middle class groups. While it seems that males of this social class tried to present the worst picture of themselves, girls went to the other extreme in some areas. Thus it is difficult to know just how much reliance can be placed on results that indicate that ten-year-olds coped better with Task Achievement, Authority, and Aggression. In fact the results were supported to quite a large extent by the peer assessments though the scores were not significantly different when obtained in this way.

As the Views of Life was administered to the fourteen-year-old groups only, there could, of course, be no age comparison.

The Sentence Completion instrument did reveal some significant differences between age groups, the greatest number coming in the area of Anxiety. While fourteen-year-olds were more ready to face up to the problem and succeed in coping better with it, ten-year-olds scored higher on Engagement and on the Aid/Advice dimension. Across areas, ten-year-olds showed more Negative Affect while fourteen-year-olds showed more Positive Affect or did not show Affect of any kind. Ten-year-olds also scored more highly on Aid/Advice in an Aggression situation. This type of behavior was also more frequent among ten-year-olds in Stage I and the comment made at that time was that there are some situations in which a ten-year-old may find that the best way to cope with a situation is to ask for help or wait for someone else to solve the problem for him.

Interestingly in both the Interpersonal Relations and Authority areas ten-year-olds had a more positive attitude. This was borne out in the results of other instruments but just why this occurred it is difficult to say. It could be that at age ten children are more unquestioning of Authority figures and tend to see the teacher as a helpful, supportive figure. However by age fourteen the process of adolescent rebellion has begun and children are far more likely to question the position of Authority figures as can be seen in the number of "pupil power" movements agitating for some measure of equality with teachers.

This was supported by the Mother and Father Interaction items in Stage III where ten-year-olds thought of themselves as having better relationships with these Authority figures.

Ten-year-olds also did well in the Interpersonal Relations area on the Story Completion instrument scoring significantly higher on Coping Effectiveness in Stage I. In Stage III they scored better on Task Achievement Coping and also on Mean Coping Effectiveness.

Socioeconomic Status

In both stages upper-middle class children scored significantly better on both Aptitude and Achievement variables. This finding was in line with results of numerous other studies and has been explained by various hypotheses including that of more favorable environmental influences for upper-middle class children.

In spite of their superior academic ability there were no significant differences on any of the peer assessments in Stage III although there was a trend for upper-middle class children to have higher scores than upper-lower class children. However the difference in behavior was not as marked as might have been expected. This lack of differentiation had not occurred in Stage I where upper-middle class children had scored higher on Task Achievement and upper-lower class children had scored higher on Nonacademic Task Achievement and Aggression.

There were also a number of interactions in Stage I that did not occur in Stage III. Why there were so few differences cannot be readily explained.

Differences certainly occurred in the occupational area, upper-middle class children having higher expectation and aspiration levels than upper-lower class children. There was also a significantly greater discrepancy between the level of Father's Occupation and level of Child's Aspiration for upper-lower class children in both stages. The partial explanation for this lies in the fact that upper-middle class children were faced with a ceiling in that some of them could not possibly aspire to a higher occupational level than their father who was already at the top of the scale. Thus it was much easier for upper-lower class children to have a greater discrepancy.

However regardless of the status of their job, both upper- and lower-middle class children placed Intellectual Stimulation as their first value and Pleasant Associates third for upper-lower class children and second for upper-middle class children. Interestingly both placed Security within the first four rankings as clearly being of some importance. As might be expected Economic Returns and Variety were ranked higher by upper-lower class children while upper-middle class children placed more emphasis on Altruism, a result clearly influenced by the importance placed on this value by upper-middle class females. The familiar trio of Management, Esthetics, and Follow Father were the last three rankings for both socioeconomic groups. It might have been expected that upper-middle class children would have ranked Management somewhat higher than is the case as these are the children who will

presumably form quite a large section of management in the future. However, clearly at neither age ten nor age fourteen was it regarded as an important value to look for in choosing a job. Perhaps it gains in importance as the child grows older.

Comparison with Stage I results would indicate relatively little change. The first and last three variables were the same for both upper-lower and upper-middle class children in both stages.

For upper-lower class children, Variety and Creativity were ranked higher and Success and Altruism ranked lower than in Stage I; while for upper-middle class children Creativity ranked higher and Success ranked lower in Stage III than in Stage I. It should be noted that the values were the same for both classes so that the differences could not be attributed to class but to some overall environmental difference.

In keeping with their academic standing upper-middle class children had a higher Educational Aspiration. Females were more eager to achieve a higher standard in the upper-lower groups while males aimed higher in the upper-middle groups.

In the Social Attitudes instrument there were no significant class differences. Just how far the attitude of fourteen-year-olds toward this instrument, and upper-middle class males in particular, may have effected results it is difficult to say but it must be taken into account in any interpretation that is made.

Interpretation of the Views of Life instrument is also limited by the fact that it was only administered to the fourteen-year-old groups and thus any significant socioeconomic results must be viewed in this light. There were, in fact, a number of differences among the upper-middle class children indicating that they thought it possible for mankind to control the general environment, saw work as something to be enjoyed and themselves as initiators rather than followers. Upper-lower class children, on the other hand, had more positive views about controlling their feelings and remaining calm.

As far as the Sentence Completion instrument was concerned, two behavior areas, Anxiety and Aggression, showed no significant differences between class on any of the variables. However, for all the other differences that occurred in the remaining three behavior areas upper-middle class children obtained higher scores regardless of the dimension. Thus they not only scored higher on Stance, Engagement, and Coping Effectiveness but also on Aid/Advice for both Interpersonal Relations and for Authority.

Overall there were similar differences on three variables in Stage I and Stage III, upper-middle class children scoring significantly higher on Stance, Engagement, and Coping Effectiveness.

The Story Completion instrument produced few class differences in Stage III and almost no similarities with the Stage I data. On the Mean Coping Effectiveness rating upper-lower class children scored higher in Stage III but there was no significant difference in Stage I. In Stage I upper-lower class children had scored higher on the Task Achievement story than did upper-middle class children.

On the overall scores for Coping Style dimensions upper-lower class children scored higher on Engagement, Initiation, and Implementation, while in Stage I they scored higher on Stance and Affect.

Sex

Sex differences did not occur on either the Aptitude and Achievement tests in Stage III. This was not quite what might have been hypothesized. A significantly higher score for males on Mathematics might have been expected. One difference did occur in Stage I but it was for GPA males scoring higher than females.

The Behavior Rating Scale did produce a number of differences. Females scored higher in the Authority area, while males coped better with Anxiety. In Stage III females also coped better with Aggression and in Stage I they coped better with Academic Task Achievement and Interpersonal Relations. They certainly seemed to be assessed by the peers as being more competent than males in a number of areas. Males ranked higher on Self-Assertion but this is only what might be expected. Much more than the females, males are taught that to be aggressive in achievement matters is good. Females on the other hand, in this culture, have not had, up till now, the same pressure to fight hard to get what they want. The male who does this may be admired, the female is not. Just what the position may be in ten or fifteen years time, is at the moment rather less certain.

In keeping with this image males aspired to a higher status level job than females. Again, this may reflect the fact that only a limited number of jobs of very high status are at the moment available to women. Thus females are forced to be more realistic in their choice of occupation in the light of what is available to them.

Both groups in both stages had almost identical levels of aspiration in the educational area. Perhaps this indicates that boys and girls have at least achieved a fair degree of equality in this area.

Despite their similar levels of educational aspiration the values they would look for in particular jobs were far less similar than they had been for age or socioeconomic status groupings. Thus while males ranked Creativity first, females ranked it tenth. Males would place Security second but females ranked it only sixth. Only Intellectual Stimulation and Pleasant Associates had approximately similar rankings.

While there were many differences in rankings for the first twelve values the last three were the familiar Follow Father, Management and Esthetics, for both males and females.

Altruism was another variable that changed its position radically. It was third for females but only ranked eleventh for males.

On the whole the difference in ranking between the sexes was much greater than the differences in rankings between the two stages of the project. The most striking difference for males was on the ranking for Creativity,it being first in Stage III but only seventh in Stage I. The other main change was for Altruism which was eleventh in Stage III but eighth in Stage I.

The greatest changes for females were the rise in Economic Returns from eleventh to eighth and the fall of Success from sixth to eleventh.

On the Social Attitudes instrument females reported themselves as coping better with Authority, Aggression, and Interpersonal Relations problems. These findings were supported by peer assessments in two areas at least -- Authority and Aggression. Their results in the Interpersonal Relations area were supported by findings on the Sentence Completion where females not only scored higher on Coping Effectiveness but also on Engagement and Attitude.

On the Views of Life instrument females indicated that they regarded work as something to be enjoyed to a significantly greater extent than males. Females also thought a person should be respected for the work he had done rather than for the titles or grades he might receive. Males on the other hand scored higher on items which indicated that they were more satisfied with themselves and had greater self-confidence.

There were many more Sex differences on the Sentence Completion instrument than there had been for Age or Socioeconomic Status. The greatest number occurred in the Interpersonal Relations area. These results, as has already been indicated, supported the results of the Social Attitudes instrument. Just as many significant differences occurred in the Anxiety area. In all cases females scored higher than males except for Hostile Affect where males scored higher. However to have a smaller score on this particular variable is probably a better response to the problem.

Males had higher Attitude scores for both Task Achievement and Aggression though at the same time showing more Hostile Affect in the Aggression area.

The Story Completion instrument produced very few significant differences. In Stage III females scored higher than males on the Task Achievement Coping Effectiveness rating while in Stage I females scored higher than males in coping with Aggression.

There were no significant differences on either the Mean Coping Effectiveness rating or on any of the Coping Style dimensions in Stage III and in Stage I only Stance showed a difference, males scoring higher than females.

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANLYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4
ENGLAND	RAVEN	MATHEMATICS ACHIEVEMENT	READING ACHIEVEMENT	GRADE POINT AVERAGE
10 UL M	-.32	7(-) -.34	8(-) -.47	-.32
F	-.20	-.25	6(-) -.29	-.31
UM M	.11	2(+) .35	1(+) .34	1(+) .47
F	.27	.27	3(+) .30	.23
14 UL M	8(-) -.42	8(-) -.46	7(-) -.45	8(-) -.42
F	-.19	-.27	-.25	.12
UM M	.21	1(+) .40	.15	.07
F	1(+) .28	.21	2(+) .32	.26
AGE				
SES	L < H	L < H	L < H	L < H
SEX				
AGE-SES				
AGE-SEX				10M > 10F 14M < 14F
SES-SEX				

VARIABLES	5	6	7	8	9	10	11	12	13
ENGLAND	BEHAVIOR RATING SCALE								
	Total Positive Acs. Task. Ach.	Total Positive Authority	Total Positive Interper. Rels.	Total Positive Implementation	Total Positive Self-Assertion	Total Positive Initiation	Total Positive Solver	Total Positive Aggression	Total Pos. Anxiety
10 UL M	1.14	.75	.91	1.04	.73	.85	1.10	.83	.64
F	.83	1.26	.89	.89	.70	.93	8(-) .57	.98	.69
UM M	1.20	.70	1.19	.99	1.00	.82	1(+)1.42	.82	.99
F	1.13	1.24	1.23	1.06	1.27	1.07	1.02	1.00	.97
14 UL M	.59	.55	1.09	.67	1.25	.54	1.01	.75	1(+)1.34
F	1.00	.81	1.05	1.03	.61	1.07	.83	1.16	8(-) .58
UM M	.77	.92	.85	.82	.87	.75	.97	.87	.99
F	.71	.78	.77	.83	.90	.67	.94	.83	.95
AGE	10> 14								
SES									
SEX		M < F					M > F	M < F	M > F
AGE-SES			10L < 10M 14L > 14M						
AGE-SEX									10M = 10F 14M > 14F
SES-SEX					LM > LF MM < MF				

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
ENGLAND	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	7.22	4.68	6.14	5.56	6(-) 6.24	7.22	8.16	8.00	7.56
F	7.52	5.68	8(-) 5.56	5.66	6.91	8.20	9.08	7.26	7.99
UM M	7(-) 6.94	3.72	7(-) 5.75	5.38	7(-) 6.20	7.29	8.94	1(+) 9.10	7.48
F	2(+) 8.90	5.70	6.36	4.78	8(-) 4.88	7.96	9.10	8(-) 6.46	7.80
14 UL M	8(-) 6.20	8(-) 3.30	7.60	4.98	1(+) 8.38	8.26	8.06	7.96	1(+) 9.84
F	8.56	3.88	7.06	5.08	3(+) 8.06	8.00	1(+) 9.62	6.60	8.78
UM M	7.08	3.48	1(+) 8.48	5.34	2(+) 8.22	7.62	8(-) 7.60	8.16	8.18
F	1(+) 9.86	1(+) 6.20	2(+) 8.18	4.72	6.42	7.66	9.06	6.58	8(-) 7.18
AGE			10 < 14		10 < 14				10 < 14
SES	L < M		L < M		L > M				L > M
SEX	M < F	M < F			M > F		M < F	M > F	
AGE-SES		10L > 10M 14L < 14M							10L > 10M 14L >> 14M
AGE-SEX	10M < 10F 14M < 14F								10M < 10F 14M > 14F
SES-SEX					LM < LF MM > MF				

VARIABLES	23	24	25	26	27	28	29	30
ENGLAND	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Return	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	1(+) 7.90	7.70	6.58	7(-) 7.14	7.48	2(+) 7.42	6.81	7.22
F	7.54	6.90	6.86	8.16	7.62	4.06	7.08	6.92
UM M	7.04	7.70	7.00	8(-) 7.01	8(-) 6.71	1(+) 8.74	6.73	7.31
F	2(+) 7.74	6.68	6.86	8.30	7.78	5.70	7.13	6.85
14 UL M	6.74	7.78	6.52	8.44	7.16	3.78	8(-) 6.69	1(+) 7.35
F	8(-) 5.30	7.34	6.96	2(+) 9.74	1(+) 8.68	8(-) 1.34	7.19	6.79
UM M	6.70	1(+) 8.36	5.54	9.22	6.72	4.30	6.81	7.22
F	7(-) 5.50	8(-) 6.10	6.28	1(+)10.09	7.74	7(-) 3.44	1(+) 7.50	8(-) 6.43
AGE	10 > 14			10 < 14		10 > 14		
SES					L > M	L < M		
SEX		M > F		M < F	M < F	M > F	M < F	M > F
AGE-SES								
AGE-SEX	10M < 10F 14M > 14F					10M >> 10F 14M > 14F		
SES-SEX								

FIGURE 1

ENGLAND - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31*	32*	33*	34	35	36*	37	38	39	40	41	42
ENGLAND	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.+6	Father Occ./ Child Asp.+6	Child's Edu.Asp.	Task Achieve.	Authority	Aggress.	Interper Relations	Anxiety	Total Score
10 UL M	8(-) 3.16	8(-) 3.39	5(-) 4.16	6.23	4(+) 7.00	7(-) 3.71	.92	.85	.71	.76	.80	.81
F	2.62	6(-) 3.00	7(-) 4.26	6.36	3(+) 7.60	8(-) 3.79	.94	1(+) .92	1(+) .78	.78	.83	.85
UM M	2(+) 1.86	2(+) 2.02	1(+) 1.54	6.24	6(-) 5.68	3(+) 2.23	.91	.84	.62	8(-) .70	.83	.78
F	7(-) 2.78	2.78	4(+) 1.72	8(-) 5.96	8(-) 4.94	2.78	.94	.92	.74	1(+) .85	.86	1(+) .86
14 UL M	2.71	7(-) 3.23	8(-) 4.36	1(+) 6.60	2(+) 7.65	6(-) 3.30	.86	.81	.62	.72	.79	.76
F	2.55	2.71	6(-) 4.20	6.16	1(+) 7.65	2.80	.91	.83	.66	.79	.80	.80
UM M	1(+) 1.70	1(+) 1.84	3(+) 1.68	6.13	5(-) 5.98	1(+) 1.88	.86	8(-) .75	8(-) .58	.76	.81	8(-) .75
F	2.28	3(+) 2.21	2(+) 1.64	5.96	7(-) 5.36	2(+) 2.04	.85	.84	.74	.81	.83	.81
AGE	10<14	10<14			10<14	10<14	10>14	10>14	10>14			10>14
SES	L<M	L<M	L<M	L>M	L>M	L<M						
SEX	M>F			M>F				M<F	M<F	M<F		M<F
AGE-SES												
AGE-SEX			10M>10F 14M<14F									
SES-SEX	LM<LF MM>MF	LM<LF MM>MF			LM<LF MM>MF	LM<LF MM>MF						

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
ENGLAND	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M										
F										
UM M										
F										
14 UL M	.43	.64	.58	4(-).47	.49	4(-).51	.52	.20	.83	.87
F	.35	.50	.48	.57	.40	.58	.52	.17	4(-).73	1(+) .95
UM M	.48	.58	.47	.55	.48	.62	.55	.17	.85	4(-) .81
F	.52	.55	.47	1(+).63	.45	1(+).77	.49	.10	1(+).86	.94
AGE										
SES	L<M					L<M				
SEX						M<F				M<F
AGE-SES										
AGE-SEX										
SES-SEX										

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
ENGLAND	VIEWS OF LIFE									
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	.62	.42	.66	.37	.52	.66	.78	.49	.85	3(-) .56
F	.62	.37	.66	.30	.50	1(+).74	.73	.42	.86	4(-) .53
UM M	.65	.52	.65	.44	.49	.67	.76	.54	.83	1(+) .57
F	.75	.37	.66	.44	.38	4(-).52	.83	.37	.87	2(+) .56
AGE										
SES				L < M		L > M				L < M
SEX								M > F		
AGE-SES										
AGE-SEX										
SES-SEX						LM < LF MM > MF				

VARIABLES	64	65	66	67	68	69	70	71	72
ENGLAND	SENTENCE COMPLETION								
	T A S K A C H I E V E M E N T								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.94	4.18	3.15	1.17	3.52	.04	.04	.91	.01
F	1.88	3.99	3.10	1.12	3.34	.06	.01	.93	.00
UM M	1.84	4.19	3.16	1.27	3.57	.05	.02	.91	.03
F	1.83	4.18	3.18	1.17	3.58	.03	.03	.93	.01
14 UL M	1.98	4.11	3.06	1.26	3.54	.02	.00	.97	.01
F	8(-) 1.78	3.96	3.05	1.22	3.44	.04	.02	.91	.03
UM M	1(+) 2.08	4.21	3.01	1.26	3.63	.04	.00	.94	.02
F	1.97	4.36	3.29	1.37	3.79	.01	.01	.96	.02
AGE							10 > 14		
SES					L < M				
SEX	M > F								
AGE-SES	10L > 10M 14L < 14M								
AGE-SEX									
SES-SEX						LM < LF MM > MF			

FIGURE 1

ENGLAND - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES / ENGLAND	73	74	75	76	77	78	79	80	81
	SENTENCE COMPLETION								
	I N T E R P E R S O N A L					R E L A T I O N S			
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.23	2.42	1.59	.36	2.80	.24	.08	.69	.01
F	2.42	2.28	1.64	.38	2.85	.22	.12	.67	.01
UM M	2.23	2.37	1.63	.39	2.78	1(+) .26	.06	.68	.01
F	1(+) 2.55	2.51	1.88	.53	3.17	.17	.09	.74	.01
14 UL M	8(-) 2.09	2.41	1.56	.36	2.77	.22	.07	.70	.02
F	2.30	2.56	1.76	.49	3.05	.13	.13	.74	.01
UM M	2.31	2.68	1.79	.51	3.10	.18	8(-) .05	.78	.01
F	2.26	2.65	1.90	.59	3.19	8(-) .12	1(+) .14	.75	.00
ACE	10 > 14					10 > 14		10 < 14	
SES			L < M	L < M	L < M				
SEX	M < F		M < F	M < F	M < F	M > F	M < F		
ACE-SES									
ACE-SEX									
SES-SEX									

VARIABLES / ENGLAND	82	83	84	85	86	87	88	89	90
	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.2-	8(-) 2.37	1.63	8(-) .49	2.70	.20	1(+) .16	.65	.00
F	1(+) 2.34	2.62	1.87	.68	2.97	.18	2(+) .13	.70	.00
UM M	2.11	2.77	1.84	.63	2.80	.28	.10	62	.00
F	2.27	2.80	1.92	.70	3.05	.20	.10	.71	.01
14 UL M	8(-) 1.93	2.87	1.67	.56	2.82	.26	8(-) .04	.70	.01
F	2.06	2.87	1.76	.68	2.96	.19	.06	.76	.00
UM M	2.04	1(+) 3.21	1.79	.68	2.83	.26	.04	.70	.00
F	2.15	3.17	1.85	1(+) .77	2.96	.20	7(-) .08	.72	.00
ACE	10 > 14	10 < 14					10 > 14	10 < 14	
SES		L < M	L < M	L < M					
SEX	M < F		M < F	M < F	M < F	M > F		M < F	
ACE-SES	10L > 10M 14L < 14M						10L > 10M 14L < 14M		
ACE-SEX									
SES-SEX									

FIGURE 1

RD (AND - STACK III

GRAPH CONSTRUCTED BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
ENGLAND	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.36	3.14	2.10	.70	2.77	.15	.18	.64	7(-) .03
F	1.32	2.88	2.02	.63	2.67	.11	.25	.61	8(-) .03
UM M	1.22	3.13	1.89	.55	2.74	.17	.19	.60	.05
F	1 28	3.07	1(+) 2.25	.70	2.91	.13	.23	.61	6(-) .03
14 UL M	1.18	3.46	8(-) 1.78	.50	2.88	.19	.21	.53	.08
F	1.35	3.34	1.92	.51	2.92	.09	.25	.52	1(+) .13
UM M	1.24	3.29	1.80	.53	3.12	.07	.21	.60	3(+) .12
F	1.33	3.30	2.00	.59	2.95	.09	.23	.55	2(+) .13
AGE		10 < 14	10 > 14	10 > 14	10 < 14			10 > 14	10 < 14
SES									
SEX						M > F	M < F		
AGE-SES						10L < 10M 14L > 14M			
AGE-SEX									
SES-SEX									

VARIABLES	100	101	102	103	104	105	106	107
ENGLAND	SENTENCE COMPLETION							
	A G G R E S S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1(+) 3.34	1.60	.21	2.12	.55	.01	.44	
F	2.85	1(+) 1.69	.26	2.39	.45	.04	.51	
UM M	3.11	1.33	.12	8(-) 1.80	1(+) .67	.03	8(-) .30	
F	2.59	2(+) 1.69	.26	1(+) 2.42	.50	.01	.49	
14 UL M	3.08	7(-) 1.21	.09	1.94	.60	.02	.38	
F	8(-) 2.39	8(-) 1.21	.11	2.16	.46	.02	.52	
UM M	2.78	1.36	.19	2.16	8(-) .45	.01	1(+) .54	
F	2.90	1.36	.19	2.21	.50	.02	.48	
AGE		10 > 14	10 > 14					
SES								
SEX	M > F			M < F	M > F		M < F	
AGE-SES		10L > 10M 14L < 14M	10L > 10M 14L < 14M		10L < 10M 14L > 14M		10L > 10M 14L < 14M	
AGE-SEX				10M < 10F 14M < 14F				
SES-SEX								

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
ENGLAND	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.10	2.99	2.00	.59	2.82	.21	.10	.68	7(-) .01
F	2.17	8(-) 2.87	2.05	.62	2.88	.19	1(+) .12	.69	8(-) .01
UM M	2.01	3.05	1.99	.62	2.81	1(+) .26	.08	.64	.01
F	1(+) 2.17	3.02	1(+) 2.18	.69	3.07	.18	.10	.71	.01
14 UL M	8(-) 1.93	3.14	8(-) 1.87	8(-) .58	2.84	.23	.07	.68	- .02
F	2.01	3.01	1.97	.63	2.97	.16	.10	.71	1(+) .03
UM M	2.07	3.23	1.98	.66	3.02	.19	8(-) .06	.73	.03
F	2.07	1(+) 3.25	2.11	1(+) .73	3.09	8(-) .16	.10	.71	2(+) .03
AGE	10 > 14	10 < 14	10 > 14			10 > 14	10 > 14		10 < 14
SES		L < M	L < M	L < M	L < M				
SEX	M < F		M < F	M < F	M < F	M > F	M < F		
AGE-SES	10L > 10M 14L < 14M								
AGE-SEX									
SES-SEX									

VARIABLES	117	118	119	120	233
ENGLAND	SENTENCE COMPLETION				
	TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2(+) 2.62	2.07	2.32	2.36	8(-) -.46
F	2.54	2.09	2.32	2.33	-.03
UM M	2.44	2.09	2.29	2.23	1(+) .27
F	1(+) 2.66	2.23	1(+) 2.39	1(+) 2.46	.23
14 UL M	7(-) 2.17	8(-) 2.03	8(-) 2.05	8(-) 2.12	-.32
F	2.29	2.22	2.19	2.30	-.002
UM M	2.19	2.20	2.20	2.21	.17
F	8(-) 1.99	1(+) 2.33	2.17	2.19	.15
AGE	10 > 14	10 < 14	10 > 14	10 > 14	
SES		L < M			L < M
SEX		M < F			
AGE-SES					
AGE-SEX					
SES-SEX					

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
ENGLAND	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.76	1.20	1.92	1.28	1.82	1.92	2.24	1.84	16.42
F	1.96	2(+) 1.45	2.45	1.63	1(+) 2.45	1(+) 2.51	1(+) 2.53	1(+) 2.14	19.57
UM M	1.78	1(+) 1.50	1(+) 2.64	1(+) 1.70	2.44	2.50	2.50	1.86	1(+)19.64
F	1.88	1.22	2.10	1.31	1.88	2.04	2.33	2.10	17.18
14 UL M	1.76	1.00	1.86	1.20	1.80	1.80	2.24	8(-) 1.78	15.98
F	1.90	1.35	2.50	1.65	2.42	2.38	2.40	2.00	18.90
UM M	1.82	8(-) .88	8(-) 1.71	8(-) 1.14	8(-) 1.47	8(-) 1.47	8(-) 1.86	1.80	8(-)14.27
F	1.90	7(-) .92	2.00	1.20	1.84	1.90	2.26	1.90	16.38
AGE		10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14
SES									
SEX	M < F				M < F	M < F	M < F	M < F	M < F
AGE-SES		10L < 10M 14L > 14M	10L < 10M 14L > 14M						
AGE-SEX									
SES-SEX		LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM = MF			LM < LF MM > MF

VARIABLE	130	131	132	133	134	135	136	137	138
ENGLAND	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	8(-) 55.34	8(-) .06	.32	8(-) .50	.74	1.92	1.92	2.84	1.78
F	6(-) 64.41	.16	.45	.69	.88	2.00	1.88	2.82	1.86
UM M	7(-) 61.00	.10	.42	.68	1(+) .98	1.98	1(+) 1.92	1(+) 2.86	1.90
F	5(-) 67.33	.14	.49	.71	.76	1.92	1.66	2.56	1.68
14 UL M	4(+) 81.63	.18	8(-) .29	.67	.67	1.94	1.83	2.81	1.81
F	2(+) 99.15	1(+) .31	.35	.98	.90	1.96	1.82	2.66	1.78
UM M	3(+) 91.18	.16	.35	.61	8(-) .57	2.00	1.79	2.71	1.79
F	1(+)118.36	.24	1(+) .76	1(+) 1.36	.82	1.94	8(-) 1.54	8(-) 2.36	1.60
AGE	10 < 14	10 < 14		10 < 14			10 > 14		
SES	L < M		L < M				L > M	L > M	
SEX	M < F	M < F	M < F	M < F			M > F	M > F	
AGE-SES	10L < 10M 14L < 14M								
AGE-SEX	10M < 10F 14M < 14F			10M < 10F 14M < 14F	10M > 10F 14M < 14F				
SES-SEX						LM < LF MM > MF	LM > LF MM > MF		LM < LF MM > MF

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
ENGLAND	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	1.96	1.53	2.47	2.16	18.88	8(-) 55.63	.14	8(-) .12	.61	1.22
F	1(+) 2.26	1.74	2.60	2.20	1(+)19.78	7(-) 60.56	.28	18	.68	1.06
UM M	2.10	1.56	2.46	2.20	19.26	6(-) 61.16	.14	.28	.62	1.30
F	1.96	1.62	2.44	1.98	18.38	5(-) 70.66	.12	.16	8(-) .40	1.10
14 UL M	1.55	1.45	2.32	2.04	18.06	4(+) 86.11	8(-) .11	.38	.81	1.34
F	2.22	1.84	2.64	2.28	19.56	2(+) 99.52	.40	.42	1.18	1.22
UM M	1.96	1.69	2.54	2.10	19.00	3(+) 86.17	.13	.40	.69	1.23
F	8(-) 1.50	1.36	2.20	2.16	8(-)16.72	1(+)111.92	1(+) .42	1(+) .66	1(+) 1.92	1.12
AGE	10 > 14					10 < 14	10 < 14	10 < 14	10 < 14	
SES						L < M				
SEX						M < F	M < F		M < F	M > F
AGE-SES									10L > 10M 14L < 14M	
AGE-SEX				10M > 10F 14M < 14F		10M < 10F 14M < 14F	10M < 10F 14M < 14F		10M > 10F 14M < 14F	
SES-SEX	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM < MF				

VARIABLES	149	150	151	152	153	154	155	156	157
ENGLAND	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.76	.82	1.26	.92	.90	.90	1.92	2.02	11.40
F	1.86	1.28	2.02	1.22	1.40	1.22	2.06	2.04	14.52
UM M	1.82	1.33	1.92	1.22	.98	.94	1.71	1.88	13.14
F	1.78	1.04	1.63	.94	1.02	1.00	1.82	2.00	12.57
14 UL M	1.90	1.06	1.65	1.00	.90	.90	2.06	1.88	12.58
F	1.81	1.13	1.88	1.23	.85	.81	1.81	1.94	12.63
UM M	1.91	1.00	1.50	.98	1.20	1.13	1.98	1.91	12.83
F	1.77	.96	1.58	1.04	1.13	1.04	1.92	1.94	12.35
AGE								10 > 14	
SES									
SEX									
AGE-SES									
AGE-SEX									
SES-SEX		LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF					

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
ENGLAND	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	8(-) 48.18	.02	.34	.66	.60	1(+) 2.00	1.92	2.94	1.31
F	7(-) 54.12	.06	.30	.88	.90	1.98	1.88	2.84	1.28
UM M	6(-) 56.45	.08	.31	.73	.88	1.94	1.92	2.94	1.33
F	5(-) 64.14	.04	.33	.57	.63	6(-) 1.86	8(-) 1.65	2.65	1.16
14 UL M	4(+) 80.54	.04	.21	.56	.85	2.00	1(+) 1.96	3.00	1.35
F	2(+) 96.94	.04	.48	.94	.81	2.00	1.85	2.94	1.27
UM M	3(+) 85.02	.02	8(-) .17	8(-) .54	.70	2.00	1.85	2.83	1.33
F	1(+)112.00	.06	1(+) .65	1(+) 1.21	.75	2.00	1.68	2.88	1.18
AGE	10 < 14					10 < 14			
SES	L < M					L > M	L > M		
SEX	M < F		M < F	M < F			M > F		M > F
AGE-SES						10L > 10M 14L = 14M			
AGE-SEX	10M < 10F 14M < 14F		10M = 10F 14M < 14F	10M < 10F 14M < 14F					
SES-SEX									

VARIABLES	167	168	169	170	171	172	173	174	175	176
ENGLAND	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	2.20	2.10	1(+) 2.88	1.94	20.27	8(-) 52.90	.16	8(-) .27	8(-) .45	1.51
F	2.12	2.10	2.70	1.96	19.62	6(-) 61.80	.18	7(-) .26	.84	1.44
UM M	2.14	2.12	2.65	2.02	19.73	7(-) 57.39	.18	.31	.73	1.51
F	1.78	1.94	2.53	1.98	18.18	5(-) 67.35	.06	.35	7(-) .55	1.37
14 UL M	1.94	2.02	2.80	1.98	19.88	4(+) 85.14	.24	2(+) .71	1.20	1.59
F	2.21	2.08	2.77	1.88	19.98	2(+)101.31	.27	.58	2(+) 1.29	1.52
UM M	1.67	1.65	8(-) 2.37	1.87	18.09	3(+) 92.11	.13	.67	1.04	1.39
F	2.02	2.08	2.68	1.94	19.40	1(+)123.20	.24	1(+) .84	1(+) 1.54	1.72
AGE						10 < 14		10 < 14	10 < 14	
SES	L > M		L > M		L > M	L < M				
SEX						M < F			M < F	
AGE-SES						10L < 10M 14L < 14M				
AGE-SEX	10M > 10F 14M < 14F		10M > 10F 14M < 14F		10M > 10F 14M < 14F	10M < 10F 14M < 14F				
SES-SEX										

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
ENGLAND				STORY COMPLETION					
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1.83	1.72	2 55	1.11	1.38	2.43	2.53	2.30	18.09
F	1.92	1.80	2.59	1.04	1.31	2.59	2.67	2.39	18.55
UM M	1.89	1.72	2.67	1 11	1.30	2.39	2.59	2.30	18.22
F	1.94	1.52	2.42	.94	1.00	2.13	2.38	2.13	16.79
14 UL M	1.91	1.66	2.68	1.11	1.23	2.50	2.59	2.20	18.41
F	1.83	1.65	2.63	1.02	1.17	2.38	2.60	2.17	17.90
UM M	1.96	1.60	2.55	1.09	1.13	1.96	2.40	2.26	17.15
F	1.96	1.61	2.63	.96	1.37	2.45	2.61	2.14	18.33
AGE									
SES						L > M			
SEX				M > F					
AGE-SES									
AGE-SEX									
SES-SEX									

VARIABLES	186	187	188	189	190	191	192	193	194
ENGLAND				STORY COMPLETION					
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	8(-) 43.49	.13	8(-) .30	8(-) .60	.96	1.81	1(+) 1.58	2.31	1.44
F	6(-) 50.53	.18	.45	.88	1.02	1.73	1.48	2.27	1.31
UM M	7(-) 50.04	.11	.37	.74	1.02	1.72	1.40	1.98	1.30
F	5(-) 56.85	.06	.40	.71	.92	1.71	1.31	2.02	1.14
14 UL M	4(+) 71.86	.18	.34	.86	1.00	1.87	1.48	2.33	1.41
F	2(+) 94.83	.15	.67	1.10	.98	1.54	1.29	2 00	1.17
UM M	3(+) 86.85	.15	.74	1.06	.91	1.83	8(-) 1.02	1.65	1.04
F	1(+)113.55	.22	1(+) .88	1(+) 1.59	1.02	1.88	1.12	2.18	1.35
AGE	10 < 14		10 < 14	10 < 14			10 > 14		
SES	L < M		L < M				L > M	L > M	
SEX	M < F		M < F	M < F					
AGE-SES	10L < 10M 14L < 14M		10L = 10M 14L < 14M						
AGE-SEX	10M < 10F 14M < 14F								
SES-SEX						LM > LF MM < MF			

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
ENGLAND	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	1.88	1(+) 2.00	2.67	2.02	1(+)18.35	8(-) 46.54	.06	8(-) .29	8(-) .52	1.02
F	1.73	1.75	2.48	2.02	17.23	6(-) 58.06	.10	.42	.88	.94
UM M	1.40	1.86	2.38	1.92	16.46	7(-) 51.96	.06	7(-) .36	7(-) .56	1.04
F	1.29	1 67	2.24	1.94	15.67	5(-) 64.41	.04	.43	.94	.90
14 UL M	1.48	1.70	2.39	2.04	17.15	4(+) 80.98	.02	.61	.87	1(+) 1.22
F	1.15	1.38	2.23	1.98	15.04	2(+) 98.63	.10	1(+) .96	2(+) 1.67	.92
UM M	1.15	8(-) 1.19	2.17	1.94	8(-)14.25	3(+) 89.85	.00	.44	.88	8(-) .75
F	1.55	1.61	2.39	2.14	16.65	1(+)115.65	.06	2(+) .94	1(+) 1.82	.98
AGE	10 > 14	10 > 14				10 < 14		10 < 14	10 < 14	
SES						L < M				
SEX						M < F		M < F	M < F	
AGE-SES	1CL > 10M 14L < 14M									
AGE-SEX						10M < 10F 14M < 14F		10M < 10F 14M < 14F	10M < 10F 14M < 14F	
SES-SEX										

VARIABLES	205	206	207	208	209	210	211	212	213
ENGLAND	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.98	1.88	2.79	1.42	1(+) 2.54	2.48	2.77	2.71	20.65
F	1.85	1.87	2.74	1.19	2.19	2.13	2.77	2.79	19.51
UM M	1.84	1.82	2.66	1.25	2.14	2.16	2.64	2.66	19.11
F	1.90	1.64	2.58	1.10	8(-) 1.80	2.30	2.56	2.54	18.48
14 UL M	1.98	1.76	2.74	1.43	2.39	2.35	2.67	2.59	20.11
F	1.80	1.73	2.65	1.14	1.90	2.08	2.59	2.61	18.55
UM M	1.91	1.55	2.57	1.18	2.23	2.18	2.55	2.45	18.89
F	1.80	1.51	2.69	1.22	2.00	2.18	2.67	2.73	18.91
AGE		10 > 14							
SES		L > M							
SEX	M > F			M > F	M > F				
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
ENGLAND - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
ENGLAND	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	Mean Stance	Mean Engagement	Mean Initiation	Mean Aid/Advice
10 UL M	8(-) 44.94	.08	8(-) .15	8(-) .27	1.40	1.86	1.57	2.36	1.32
F	6(-) 55.34	.23	.34	.68	1.57	1.90	1(+) 1.66	1(+) 2.53	1.36
UM M	7(-) 52.68	.14	7(-) .16	.36	1.52	1.85	2(+) 1.65	2.52	1(+) 1.41
F	5(-) 55.70	.14	.38	.66	1.38	1.86	1.43	2.28	8(-) 1.18
14 UL M	4(+) 75.35	.22	.46	.72	1.33	1.90	1.53	2.43	1.33
F	2(+) 98.61	.31	1(+) .59	.94	1.47	1.83	1.55	2.46	1.32
UM M	3(+) 87.45	.09	.50	.66	1.27	1.92	7(-) 1.37	8(-) 2.20	1.22
F	1(+)112.51	.38	2(+) .58	1(+) 1.13	1.69	1.90	8(-) 1.34	2.33	1.23
AGE	10 < 14	10 < 14	10 < 14	10 < 14			10 > 14		
SES	L < M						L > M	L > M	L > M
SEX	M < F	M < F	M < F	M < F					
AGE-SES									
AGE-SEX	10M < 10F 14M < 14F								
SES-SEX							LM < LF MM > MF		LM < LF MM > MF

VARIABLES	223	224	225	226	227	228	229	230	231	232
ENGLAND	STORY COMPLETION									
	MEAN Solver	MEAN Implementa-tion	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instru-mentality
10 UL M	1.81	1.90	2.49	2.13	17.67	8(-) 49.65	7(-) .09	8(-) .25	8(-) .54	1.04
F	1(+) 1.91	1(+) 2.00	1(+) 2.54	1(+) 2.21	1(+)18.36	6(-) 57.92	.17	.34	.79	1.11
UM M	1.78	1.92	2.41	2.11	17.88	7(-) 56.13	.11	7(-) .32	7(-) .64	1(+) 1.17
F	1.53	1.81	2.33	2.10	16.74	5(-) 64.07	8(-) .09	.36	.65	1.01
14 UL M	1.62	1.81	2.43	2.06	17.41	4(+) 80.46	.14	.42	.81	1.14
F	1.70	1.84	2.44	2.12	17.51	2(+) 99.23	2(+) .23	2(+) .58	2(+) 1.16	1.11
UM M	8(-) 1.52	8(-) 1.58	8(-) 2.25	8(-) 2.04	8(-)16.26	3(+) 88.55	.10	.47	.79	8(-) .97
F	1.63	1.80	2.38	2.13	16.96	1(+)115.45	1(+) .23	1(+) .76	1(+) 1.51	1.16
AGE	10 > 14	10 > 14		10 > 14	10 > 14	10 < 14	10 < 14	10 < 14	10 < 14	
SES	L > M	L > M	L > M		L > M	L < M		L < M		
SEX				M < F		M < F	M < F	M < F	M < F	
AGE-SES										
AGE-SEX						10M < 10F 14M < 14F	10M < 10F 14M < 14F	10M < 10F 14M < 14F	10M < 10F 14M < 14F	10M > 10F 14M < 14F
SES-SEX										

FIGURE 2
ENGLAND - STAGE III

ENGLAND

ORDER OF PREFFRENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	U.L.F.	U.M.M.	U.M.F.	14 Year Olds U.L.M.	U.L.F.	U.M.M.	U.M.F.
1.	Intell.S. 8.82	Assoc. 9.37	Intell.S. 8.73	Intell.S. 8.68	Creat. 8.31	Intell.S. 9.22	Intell.S. 8.16	Intell.S. 9.08	Creat. 9.10	Intell.S. 9.10	Security 9.84	Assoc. 9.74	Assoc. 9.22	Assoc. 10.08
2.	Creat. 7.71	Intell.S. 8.59	Security 8.54	Assoc. 8.65	Security 8.27	Assoc. 9.07	Creat. 8.00	Self-Sat. 8.20	Intell.S. 8.94	Altruism 8.90	Assoc. 8.44	Intell.S. 9.62	Indep. 8.48	Altruism 9.86
3.	Security 7.71	Security 8.50	Assoc. 8.37	Altruism 8.20	Intell.S. 8.19	Altruism 8.71	Prestige 7.90	Assoc. 8.16	Father 8.74	Assoc. 8.30	Success 8.38	Security 8.78	Economic 8.36	Intell.S. 9.06
4.	Self-Sat. 7.67	Altruism 7.93	Self-Sat. 7.92	Security 7.66	Assoc. 7.95	Self-Sat. 7.96	Security 7.56	Security 7.99	Economic 7.70	Self-Sat. 7.96	Self-Sat. 8.26	Variety 8.68	Success 8.22	Indep. 8.18
5.	Altruism 7.65	Self-Sat. 7.89	Variety 7.74	Self-Sat. 7.63	Economic 7.89	Variety 7.96	Economic 7.70	Variety 7.62	Security 7.48	Security 7.80	Intell.S. 8.06	Altruism 8.56	Security 8.18	Variety 7.74
6.	Assoc. 7.65	Indep. 7.83	Creat. 7.46	Creat. 7.58	Self-Sat. 7.60	Security 7.94	Variety 7.48	Prestige 7.54	Self-Sat. 7.29	Variety 7.78	Creat. 7.96	Success 8.06	Creat. 8.16	Self-Sat. 7.66
7.	Prestige 7.56	Success 7.77	Economic 7.43	Variety 7.24	Success 7.26	Indep. 6.79	Father 7.42	Altruism 7.52	Prestige 7.04	Prestige 7.74	Economic 7.78	Self-Sat. 8.00	Self-Sat. 7.62	Security 7.18
8.	Variety 7.40	Variety 7.58	Success 7.40	Economic 7.21	Prestige 7.10	Economic 6.76	Altruism 7.22	Creat. 7.26	Assoc. 7.01	Surround. 6.86	Indep. 7.60	Economic 7.34	Intell.S. 7.60	Creat. 6.58
9.	Economic 7.25	Economic 7.40	Altruism 7.38	Indep. 7.19	Variety 7.02	Surround. 6.74	Self-Sat. 7.22	Success 6.91	Surround. 7.00	Economic 6.68	Variety 7.16	Indep. 7.06	Altruism 7.08	Success 6.42
10.	Surround. 6.83	Creat. 7.31	Prestige 6.87	Prestige 6.75	Indep. 6.99	Creat. 6.73	Assoc. 7.14	Economic 6.90	Altruism 6.94	Creat. 6.46	Prestige 6.74	Surround. 6.96	Variety 6.72	Surround. 6.28
11.	Father 6.48	Surround. 6.33	Surround. 6.73	Success 6.43	Altruism 6.86	Success 6.57	Surround. 6.58	Surround. 6.86	Variety 6.71	Indep. 6.36	Surround. 6.52	Creat. 6.60	Prestige 6.70	Esthet. 6.20
12.	Success 6.06	Prestige 6.06	Indep. 6.59	Surround. 6.42	Surround. 6.41	Prestige 6.52	Success 6.24	Esthet. 5.68	Success 6.20	Esthet. 5.70	Altruism 6.20	Prestige 6.30	Surround. 5.54	Economic 6.10
13.	Indep. 5.95	Manage. 5.03	Manage. 5.32	Father 5.55	Father 6.06	Esthet. 5.37	Indep. 6.14	Manage. 5.66	Indep. 5.75	Father 5.70	Manage. 4.98	Manage. 5.08	Manage. 5.34	Prestige 5.50
14.	Manage. 5.35	Esthet. 4.22	Esthet. 4.39	Manage. 5.06	Manage. 5.32	Manage. 5.06	Manage. 5.56	Indep. 5.56	Manage. 5.38	Success 4.88	Father 3.78	Esthet. 3.88	Father 4.30	Manage. 4.72
15.	Esthet. 4.95	Father 3.22	Father 4.15	Esthet. 4.78	Esthet. 3.80	Father 3.64	Esthet. 4.68	Father 4.06	Esthet. 3.72	Manage. 4.78	Esthet. 3.30	Father 1.34	Esthet. 3.48	Father 3.44

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

LONDON

DEMOGRAPHIC MEASURES

Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

The hypothesis is supported by the Analysis of Variance results. Upper-middle class children obtained a score of 2.23. This indicated an Educational Aspiration somewhat above "A" level standards. Upper-lower class children had a score of 3.40, indicating an aspiration level just above "O" level standard. The difference between the two scores was significant beyond the .001 level. The hypothesis was also supported in Stage I.

ACHIEVEMENT MEASURES

Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was supported, upper-middle class children having significantly higher scores on all three Achievement measures. On the Math test they obtained a standardized score of .31 as against -.33 for upper-lower class children. On the Reading test the respective scores were .28 and -.36; while for Grade Point Average upper-middle class children obtained a score of .26 and upper-lower class children -.23. As can be seen, the differences for Math and Reading were approximately the same but in all cases the level of significance was beyond the .001 level. The same was true in Stage I, though here the Reading test produced a greater difference between the groups than did the two other Achievement measures.

Females will have higher Achievement scores than will males.

This hypothesis was not supported by the results obtained in Stage III. There were no significant differences on any of the Achievement measures. The hypothesis was not supported in Stage I either, females scoring higher but not significantly so on Math and Reading and males obtaining a significantly higher score for GPA.

OCCUPATIONAL MEASURES

Upper-middle class children will have a higher objective status level Occupational Expectation than will upper-lower class children.

This hypothesis is supported by the results. Upper-middle class children obtained a score of 2.21, indicating an Occupational Expectation close to the upper-middle class level. Upper-lower class children, on the other hand, had a score of 3.08 on the borderline between lower-middle and upper-lower class occupations. The difference between the two scores was significant beyond the .001 level. The hypothesis was also supported in Stage I. The scores had been of a slightly higher level than in Stage III.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis was also supported by the results. Upper-middle class children obtained a score of 2.15, placing their Aspiration on the borderline of the upper-middle class range. Upper-lower class children with a score of 2.76 were at the lower end of the lower-middle class range. The difference between the two scores was significant beyond the .001 level. The same was true in Stage I.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will upper-lower class children.

This hypothesis was supported by the results, the discrepancy for upper-lower class children being significantly greater than for upper-middle class children. In Stage I the differences between the discrepancies had not been significant.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

This hypothesis is supported to only a limited extent. There were significant differences on six out of the fifteen Occupational Values. Upper-middle class children showed significantly more preference for the values of Altruism, Independence, and Follow Father; while upper-lower class children had significantly higher scores on Success, Security, and Variety. Stage I results had been somewhat different, particularly for upper-middle class children. They had shown more preference for only two values -- Pleasant Associates and Follow Father. As in Stage III, upper-lower class children had preferred Success and Security, but instead of Variety they had a significant greater preference for Economic Returns.

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was supported only to a very limited extent. There was no difference between the groups on the overall Extrinsic score. For the individual Extrinsic values, upper-lower class children had significantly higher scores on two of them -- Success and Security; while upper-middle class children had a higher score on Follow Father. There were no significant class differences for the other four Extrinsic values. In Stage I, there had been no significant difference between the overall Extrinsic scores but the hypothesis had been supported for Success, Security, and Economic Returns and rejected for Pleasant Associates and Follow Father, upper-middle class children scoring higher on these two values.

> Males will have a higher objective Occupational Expectation level than will females.

This hypothesis must be rejected on the basis of the results obtained for the London sample. There was no significant Sex difference on the Occupational Expectation level, the scores being almost identical. The hypothesis had also been rejected in Stage I but for the reason that the female Expectation level had been significantly greater than that of the male group.

> Males will have a higher objective Occupational Aspiration level than will females.

The hypothesis was supported by the results. Males obtained an Aspiration level of 2.36, significantly different from the female Aspiration level of 2.56. The difference was significant at the .03 level.

> Males will prefer different Occupational Values than will females.

The results support this hypothesis to some extent. In nine out of the fifteen values, males had a significantly different score from females. Males had significantly higher scores on Success, Creativity, Economic Returns, and Follow Father. Females had significantly higher scores for Pleasant Associates, Intellectual Stimulation, Altruism, Variety, and Esthetics. In Stage I, eleven values had shown significant differences.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis is supported by the overall "Intrinsic" score, females obtaining a score of 7.22 as compared to the male score of 6.76. However, for individual Intrinsic values, the hypothesis was only partially supported. For four of the values -- Altruism, Esthetis, Intellectual Stimulation, and Variety -- females scored higher than males, while for two values -- Creativity and Success -- males scored higher than females. The remaining two Intrinsic values showed no significant Sex differences. In Stage I the overall Intrinsic score for females had been significantly higher than that of males.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was supported by the overall "Extrinsic" score, males obtaining a score of 7.27 as compared to the female score of 6.75. However, for individual Extrinsic values the hypothesis was only partially supported. For three of the values -- Success, Economic Returns, and Follow Father -- males scored higher than females; while for one value -- Pleasant Associates -- females scored higher than males. The remaining three Extrinsic values showed no significant Sex differences. In Stage I, the overall Extrinsic score for males had been significantly higher than that of females.

COPING STYLE MEASURES

Upper-middle class children will demonstrate different style of coping than will upper-lower class children.

When the instrument used to make the assessments was the Sentence Completion instrument, significant differences in style occurred in two of the five behavior areas and on the overall scores, regardless of area. So the hypothesis was partially supported.

In the Interpersonal Relations area, upper-middle class children scored significantly higher on Engagement and Aid/Advice. In the area of Authority, upper-middle class children were more ready to confront and engage in the solution of problems and also more ready to seek aid or advice.

Overall, upper-middle class children were significantly more ready to face up to problems, to actively engage in solution and ask for help when it was deemed necessary.

The only agreements with Stage I came in the Authority area, upper-middle class children scoring significantly higher on Stance and Engagement; and on the overall scores upper-middle class children scoring higher on Stance and Engagement.

When coping styles were assessed using the Story Completion instrument it was necessary to look both at the overall mean scores and also at the scores for individual stories, something that had not been possible in Stage I.

Overall, upper-middle class children scored higher on mean Response Length and on amount of Negative Affect. Upper-lower class children scored higher on Engagement, Initiation, Aid/Advice, and Implementation.

Taking the individual stories, upper-middle class children scored higher on Response Length and Negative Affect in the Task Achievement area.

In the Interpersonal Relations area upper-middle class children scored higher on Response Length but upper-lower class children scored higher on Engagement and Initiation. The two Anxiety stories produced the greatest number of differences, upper-lower class children scoring higher on Stance, Engagement, and Solver for one story and on Engagement and Initiation on the other. For both stories, upper-middle class children scored higher on Response Length. Upper-lower class children scored higher on Engagement in the Nonacademic Task Achievement area; while upper-middle class children scored higher on Response Length, as they did for the Aggression Story, this being the only significant difference in that area. Upper-lower class children scored higher on Implementation and upper-middle class children scored higher on Response Length and Negative Affect in the Authority area.

If the two Coping Style instruments were taken together there was a total of one hundred thirty variables on which class differences could occur. In the case of the London sample, significant differences occurred on only thirty-five of these variables. Thus, although the direction and area of difference may have changed from Stage I to Stage III, the actual number of differences supporting the hypothesis out of the number possible remained the same.

> Males will demonstrate a different style of coping than will females.

In terms of style of coping, as assessed by the Sentence Completion instrument, differences occurred in four out of the five behavior areas.

In both the Interpersonal Relations and Authority areas females were more willing to engage in solution and to ask for aid or advice where necessary. They showed more Depressive Affect in the Interpersonal Relations area but were less likely than males to show Affect of any kind in the Authority area. In both these areas, also, males showed more hostile Affect than females.

In the Anxiety area, the only differences were for Affect, males having a higher score on Hostile Affect and females having a lower score on Depressive Affect. Males had higher scores for Stance and Hostile Affect in the Aggression area while females were less likely to show Affect of any sort.

In the Task Achievement area there were no significant differences but, overall, females scored higher on Engagement, Aid/Advice, and Depressive Affect and males scored higher on Hostile Affect.

In Stage I, the dimension of Attitude had shown a consistent difference, females having a more positive Attitude toward Task Achievement, Interpersonal Relations, Authority, and Overall. In Stage III the same results occurred with the exception of Attitude toward Task Achievement where the males had a higher score.

Overall, on the Story Completion instrument, there were four significant differences, none of them for the main Coping Style dimensions. Females scored higher than males on Response Length, Positive Affect, Negative Affect, and Total Affect.

When the individual stories were examined there were a number of differences for each story that supported the hypothesis. On the Task Achievement Story females scored higher on Stance, Solver, Implementation, Response Length, Positive Affect, Negative Affect, and Total Affect.

On the Interpersonal Relations Story, males scored higher on Engagement, Initiation, and Instrumentality while females scored higher on Response Length, Positive Affect, and Total Affect.

In the Aggression area, males scored less well on Response Length, Negative Affect, and Total Affect. There were two Anxiety stories, on one the males scored higher on Engagement and Aid/Advice while on both the females scored higher on Response Length and Total Affect.

Males scored higher than females on the Aid/Advice dimension for the Authority area while females scored higher on Response Length, Negative Affect, and Total Affect.

Finally, in the Nonacademic Task Achievement area males scored higher on Stance, Aid/Advice, and Solver while females scored higher on Positive Affect, Negative Affect, and Total Affect.

As with the class differences, there were one hundred thirty variables on which Sex differences could occur. In the case of the London sample, significant differences occurred on fifty-five of these variables. In Stage I, twenty-four significant differences had occurred out of forty-five variables so the hypothesis was somewhat better supported in Stage I than in Stage III.

> The difference in the style of coping between males and females will be consistent across all five behavior areas studied.

This hypothesis cannot be supported by the results obtained. The only dimension to have significant differences in all five behavior areas was that of Total Affect and here the results were consistent, females always scoring higher than males. Whenever significant differences did occur on Depressive, Negative, Neutral or Positive Affect the females' score was higher. In the case of Hostile Affect, the males' score was always higher than that of the females.

The only other consistent result is for Response Length, females obtaining a higher score than males in all behavior areas. However, the remaining dimensions vary both across areas and between instruments.

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

Assessed on the Sentence Completion instrument, upper-middle class children did exhibit more effective overall coping behavior. Their score of 3.00 was significantly higher than 2.88 obtained by upper-lower class children.

However, if individual behavior areas are taken into account the hypothesis can only be partially supported as significant differences occurred only in the areas of Task Achievement and Interpersonal Relations. The results for these areas supported the hypothesis in that upper-middle class children scored significantly higher on the Coping Effectiveness scores.

On the Story Completion instrument, the overall Coping Effectiveness result indicated that the hypothesis must be rejected as upper-lower class children scored higher than upper-middle class children. There was only one individual behavior area that showed a significant difference. For Anxiety upper-lower class children scored higher.

LONDON INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be a positive relationship among the Aptitude and the Achievement Criterion measures.

All the relationships among the Achievement measures and between Aptitude and all the Achievement measures were significant at both age levels. The relationships between Aptitude and Achievement were not studied in Stage I, thus there were more significant differences present in Stage III.

Since all correlations were significant at both age levels and in both Stage I and Stage III there are no differences of note to discuss.

The relationship between Math and Reading was almost identical for both stages. (In Stage I .63 for ten-year-olds and .58 for fourteen-year-olds, in Stage III .64 and .58). The relationship between Math and GPA was stronger in Stage III .70 and .47 as against .59 and .41 in Stage I.

In Stage III, Math produced the highest correlations with other variables for ten-year-olds including a correlation of .63 with Aptitude. By contrast in Stage I Reading correlated best with other variables in both stages.

The strongest correlation for ten-year-olds in Stage III was that of Math with GPA, while for fourteen-year-olds it was Math with Aptitude.

The range for ten-year-olds was .49 and .70 and for fourteen-year-olds .29 and .69. For both age groups the range was much greater than it was in Stage I. While the same argument of development of individual abilities and interests could again explain the large range for fourteen-year-olds it is difficult to apply this satisfactorily at the ten-year-old level. However, if the Aptitude measure is disregarded the range is much smaller, .64 to .68, which would suggest that, as in Stage I, the Achievement measures are strongly related.

Hypothesis 2: There will be positive relationships among the Achievement and Peer BRS Criterion measures.

This hypothesis was strongly supported at the ten-year-old level and to a lesser extent by the fourteen-year-old results. Twenty-four out of twenty-seven possible correlations reached significance for the ten-year-olds but only nine out of twenty-seven did this for the fourteen-year-old group. For three variables, Initiation, Aggression and Anxiety, correlations were significant only at the ten-year-old level. It should

be noted that Peer BRS 6 (Self-Assertion) had no significant correlations with the Achievement measures for either age group. For ten-year-olds Math correlated best with other Achievement measures and it also correlated best with Peer BRS items, the range being .14 to .41. With the Fourteen-year-olds the picture was somewhat different. Math correlated best with the Achievement measures, but it was the Grade Point Average which correlated best with the Peer BRS items. Here the range was .14 to .35.

Taking the Peer BRS items separately, the strongest correlations came in the expected areas. For ten-year-olds all three Achievement measures correlated well with children's assessment of who worked well at their lessons, who kept working at tasks until they were finished, who started working at things without being told and who had the best ideas about what to do. The least strong correlations were between the Achievement measures and children's assessment of those who never seemed to worry about anything and, a little surprisingly, those who got along best with teachers.

For fourteen-year-olds the picture was not as clear. GPA correlated with five items, Reading with three and Math with only one.

Stage I and Stage III cannot be completely compared as some items were different at each stage. For instance, Nonacademic Task Achievement was not included in Stage III as it had become clear from the answers given in Stage I that many children had little or no knowledge of what their peers did out of school hours.

However for those items that were the same very similar results were obtained, especially at the ten-year-old level where in both stages all correlations for similar items were significant except for BRS 6 where no correlations were significant.

In both stages Math correlated most highly with BRS items, the highest correlation coming on the item concerning the children's assessment of who worked hardest at their lessons, .34 in Stage I and .41 in Stage III. Correlations were higher in Stage III, the range in Stage I being .12 to .34.

As for ten-year-olds,there were no significant correlations for fourteen-year-olds on BRS 6 in either Stage I or Stage III, and for fourteen-year-olds only there were no significant correlations for Anxiety, either in Stage I or Stage III. Correlations were much lower in Stage III. Whereas in Stage I GPA correlated .44 with Academic Task Achievement, .39 with Authority and .24 with Interpersonal Relations the corresponding figures in Stage III were .18, .19 and .17. In Stage I Math correlated with Interpersonal Relations and Reading correlated with Academic Task Achievement. These correlations were not significant in Stage III. however, the correlations were of such a low order in Stage I (.10 in both cases) that their lack of significance in Stage III is not surprising.

Reading correlated with Authority and Interpersonal Relations in Stage III but not in Stage I.

There were no BRS Total Scores in Stage III; but in Stage I there were significant correlations between it and the three Achievement scores at the ten-year-old level and between it and Math and GPA at the fourteen-year-old level.

Summary and Interpretation

The lack of correlations for BRS 6 in either stage is not surprising as this item was concerned with assessing how much the child would fight to get his own way in Stage I, and in Stage III with the child who usually gets his own way. On the whole it would seem that in both stages the children interpreted this in a negative manner and as not related to success in academic subjects.

For both age groups peer assessment of Task Achievement and test assessment have a significant relationship. For ten-year-olds in particular, observations of coping style were also closely related to the assessment. While these coping style observations were only obtained in Stage III, fourteen-year-old results did not produce the same close relationship with the Achievement measures.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

The Occupational Values instrument consisted of two types of values, those which could be regarded as extrinsic and those which could be regarded as intrinsic to the job. Thus the correlation matrix gave rise to three major hypotheses concerning first the relationships between the Intrinsic values, secondly the relationships between the Extrinsic values and finally the relationships between the two different types.

Looking first of all at the relationships between the Intrinsic values, twenty-one out of the fifty-six possible correlations for both age levels were significant. However only five of these were significant in the predicted direction, while sixteen indicated a negative relationship. Ten of the correlations were for ten-year-olds and eleven for fourteen-year-olds.

Although only four more correlations (25) were significant in Stage I with approximately the same proportion supporting the hypotheses (eight positive and seventeen negative) only thirteen of the correlations were the same in both stages.

For ten-year-olds Altruism correlated negatively with Creativity (-.10 in Stage I and -.26 i Stage III), Esthetics correlated with Management (-.13 and -.22) and with Self-Satisfaction (-.24 and -.15). Independence correlated with Intellectual Stimulation (-.13 and -.19), Self-Satisfaction correlated with Creativity (-.30 and -.23) and Intellectual Stimulation correlated with Variety (.47 and .33).

For fourteen-year-olds Altruism correlated positively with Management and Self-Satisfaction and negatively with Creativity. Esthetics correlated negatively with Self-Satisfaction. Independence correlated negatively with Intellectual Stimulation. Self-Satisfaction correlated negatively with Creativity and Intellectual Stimulation correlated positively with Variety.

Of the eight Intrinsic values Altruism produced the greatest number of significant relationships, six in all. For ten-year-olds it correlated negatively with Esthetics and Creativity. For fourteen-year-olds it correlated positively with Esthetics, Management and Self-Satisfaction and negatively with Creativity.

The strongest relationship for both age groups in Stage III was that between Intellectual Stimulation and Variety (.33 for ten-year-olds; .45 for fourteen-year-olds). Intellectual Stimulation had weaker negative relationships with Independence. The same was true in Stage I although here Intellectual Stimulation also correlated negatively with Esthetics.

The strongest negative relationship was that between Creativity and Altruism (-.26 for ten-year-olds; -.22 for fourteen-year-olds) while for Stage I the strongest negative relationship was that between Creativity and Self-Satisfaction (-.30 for ten-year-olds; -.32 for fourteen-year-olds).

In terms of strength of correlation the range for ten-year-olds was -.25 to .33 and for fourteen-year-olds -.22 to .45. The range was smaller in Stage I,-.30 to .47 for ten-year-olds and -.32 to .45 for fourteen-year-olds.

In both stages Intellectual Stimulation had the strongest relationship with the Intrinsic Total for ten-year-olds while for fourteen-year-olds Altruism and Esthetics had equally strong relationships in Stage III and Intellectual Stimulation and Variety in Stage I.

It would seem then in both Stage I and Stage III although significant relationships did exist between the Intrinsic values it is by no means just what the type of relationship can be exptected to be. While it might be assumed that these values would be positively related it was clear from the results obtained for the London sample in both Stage I and Stage III that this was not always the case. In fact there were twice as many negative as positive correlations.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

The relationships between the Extrinsic values presented a somewhat similar pattern to that of the Intrinsic values. Seventeen out of the forty-two correlations for both age levels were significant. Twelve of these indicated a negative relationship while five of them were positive correlations. Of these seventeen, nine were for the ten-year-old group and eight were for the fourteen-year-old group.

Of these seventeen significant correlations, fifteen were the same as those in Stage I. The two additional correlations were for Security and Economic Returns for both age groups, a negative relationship for ten-year-olds and a positive one for fourteen-year-olds.

Of the seven Extrinsic values, Prestige produced the greatest number of significant relationships for both age groups. Those correlations with Security, Pleasant Surroundings and Pleasant Associates were negative while those with Economic Returns were positive. Pleasant Associates also had a number of significant correlations with other variables for both age groups -- negative with Follow Father and positive with Pleasant Surroundings and negative with Success for fourteen-year-olds, only. In Stage I, Pleasant Associates had the most significant relationships with other variables with Prestige having the second greatest number.

The strongest positive relationship was between Prestige and Economic Returns for both age groups while the strongest negative relationship was between Security and Economic Returns for ten-year-olds and Prestige and Pleasant Associates for fourteen-year-olds.

Five of the seven values produced both positive and negative relationships while two values, Follow Father and Success, produced only negative correlations. This was only true of Follow Father in Stage I, all other variables having both positive and negative relationships.

In terms of strength of correlations the range was fairly similar for both age groups, -.30 to .30 for ten-year-olds and -.27 to .27 for fourteen-year-olds. The range was a little wider in Stage I.

Economic Returns had the highest correlation with the Total Extrinsic score as it did in Stage I. Security had the lowest correlation for ten-year-olds and Prestige for fourteen-year-olds, neither result being a replication of Stage I where the lowest correlation with the Total for both age groups was Pleasant Associates.

Hypothesis 5: There will be a negative relationship among the Intrinsic and Extrinsic Occupational Values.

Of the one hundred twelve correlations between Extrinsic and Intrinsic values fifty-one were significant for both age groups, forty-six of them negative and five of them positive. They were divided fairly evenly between the two age groups, twenty-three being for the ten-year-old group and twenty-eight for the fourteen-year-olds. In Stage I there were seventy significant correlations, sixty negative and ten positive.

Altruism had nine significant correlations with Extrinsic values while four other Intrinsic values, Esthetics, Independence, Self-Satisfaction and Variety all had seven significant correlations. Altruism correlated negatively with Success, Prestige, Economic Returns, and Pleasant Surroundings for both age groups and positively with Pleasant Associates for fourteen-year-olds, only. Management was the only value to have less than six significant correlations. It had only two, correlating negatively with Pleasant Surroundings for ten-year-olds and negatively with Follow Father for fourteen-year-olds.

Only thirty-nine of the fifty-one correlations in Stage III were the same as for Stage I, with Altruism, Intellectual Stimulation, Creativity and Variety all having at least nine significant relationships with the Extrinsic values.

One big difference between the two stages was for Management which had eight significant correlations in Stage I as compared to the two in Stage III.

Looking at the correlations from the Extrinsic point of view, Prestige was the value that had the most significant relationships. For both age groups it correlated negatively with Altruism, Self-Satisfaction, Intellectual Stimulation and Variety. It also correlated negatively with Independence and positively with Creativity for fourteen-year-olds only. This is a very similar pattern to that of Stage I where Prestige again had the greatest number of correlations. However in Stage I it also had low but positive correlations with Creativity.

Two other Extrinsic values, Security and Economic Returns, had nine significant correlations with Intrinsic values. These were also second highest with regard to number of significant correlations in Stage I.

The strongest negative correlation was that between Altruism and Economic Returns, also true in Stage I, while the strongest positive was that between Self-Satisfaction and Security, again as occurred in Stage I.

In terms of correlating with the Total, six of the Intrinsic values showed significant negative correlations with the Extrinsic Total for both age groups, while for Management only, the fourteen-year-old correlation was significant and for Self-Satisfaction only, the ten-year-old correlation was significant. Five of the Extrinsic values showed significant negative relationships for both age groups, while for Success only, the fourteen-year-old correlation was significant and for Pleasant Associates only, the ten-year-old correlation was significant. In Stage I all correlations for both types of values had been significant.

As in Stage I, Economic Returns had the strongest negative relationship with the Intrinsic Total and Intellectual Stimulation the strongest negative relationship with the Extrinsic Total.

The hypothesis of a negative relationship is quite well supported by the data, particularly when the totals were examined. Twelve of the fourteen correlations of the Extrinsic values correlated negatively with the Intrinsic Total while fourteen of the sixteen correlations of Intrinsic values correlated negatively with the Extrinsic Total. But it was the total results that were really interesting, there being a perfect negative correlation of -1.00 for both age groups. These results are very similar to those from Stage I.

Thus it would seem in both stages that those children preferring a certain type of value will not be so interested in the other type. However, within types the relationship is nowhere near so clear cut. Choosing, for instance, one Intrinsic value is no indication that the child will place a high value on another Intrinsic value. Indeed, as has been indicated, the relationship may be of a negative nature.

Hypothesis 6: There will be positive relationships among the status levels of Occupational Aspiration and Occupational Expectation and Educational Aspiration measures.

There was a strong relationship between the status of the job aspired to and the job expected by both ten- and fourteen-year-old children, the relationship being slightly stronger in the case of ten-year-olds. The correlations were slightly stronger in the case of Stage I, .78 as against .74 for ten-year-olds and .70 as against .68 for fourteen-year-olds.

However the correlations were weaker when the relationship between job status and educational aspiration was examined. For ten-year-olds the correlation was .37 both for Aspiration and for Expectation. It was higher for fourteen-year-olds, -.41 and .58. The same relationship held in Stage I with somewhat lower correlations.

These lower correlations for ten-year-olds can perhaps be explained in terms of the ten-year-olds' unclear understanding of the higher levels of education, which has caused them to give a somewhat unrealistic response. Ten-year-old upper-lower boys both in Stage I and Stage III aspired to and expected working-class jobs but aspired to an educational level almost equivalent to university entrance; and this aspiration came from a group some of whose members found difficulty in reading and writing. Working girls on the other hand, while having a fairly low educational aspiration, aspired to and expected middle-class jobs.

Fourteen-year-olds, however, were much more aware both of their own capabilities and the education necessary for different types of jobs.

Hypothesis 7: There will be a positive relationship between the two Occupational Interest discrepancy measures.

Both correlations were significant in the predicted direction, the correlation being slightly higher for fourteen-year-olds. The same relationship occurred in Stage I although both correlations were somewhat smaller.

Summary of Motivation Variable Hypotheses

As no specific relationships were expected between the individual measures each measure must be summarized separately.

As has already been indicated the correlations among the Occupational Values indicated that relationships among types of values were more complex than might have been initially expected. The relationships of the individual values with the totals, however, strongly supported the

the hypotheses, this being especially so in the case of Intrinsic with Extrinsic Totals.

This instrument was the only one that remained exactly the same from Stage I to Stage III, so it is especially interesting to note that the relationships or part of them established in Stage I were, to a large extent, replicated in Stage III.

As far as the Occupational Interests were concerned the hypotheses were again supported by the results, particularly at the fourteen-year-old level. A comparison between Stage I and Stage III is quite illuminating here in the light it sheds on the adolescent's development. In Stage I the relationship between Occupational Aspiration and Expectation and Educational Aspiration was much lower for ten- than for fourteen-year-olds and an explanation for this has already been advanced. However, in Stage III the same relationship occurred, the fourteen-year-olds in this group having belonged to the ten-year-old group sampled in Stage I. Thus in the three years between the testings a more mature estimate of their abilities and aptitudes and a greater knowledge of educational levels had evidently been obtained.

Hypothesis 8: There will be positive relationships among the SAI Good Coping measures across the five behavior areas.

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was it completely revised but also the scoring and scaling systems generated different variables. Thus the discussion can only deal with the Stage III instrument.

The hypothesis was supported strongly in that all correlations were significant and positive for both age groups, fourteen-year-olds' correlations being stronger than those for ten-year-olds.

The strongest correlation for ten-year-olds was that between Aggression and Interpersonal Relations, while for fourteen-year-olds the strongest was between Task Achievement and Authority.

The weakest for ten-year-olds was between Task Achievement and Aggression and for fourteen-year-olds between Aggression and Anxiety.

Overall Authority had the strongest correlations for both age groups. The scores in all behavior areas had a strong relationship with the Total Score, the strongest being Interpersonal Relations for ten-year-olds and Authority for fourteen-year-olds.

These results would suggest that a child who sees himself as a good coper in one behavior area is also likely to see himself as a good coper in other behavior areas. However a second interpretation could

be that there is a strong element of social desirability present in the response. That is that for each item the child has tended to mark what he would regard as the best answer rather than give a report of his own behavior.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty subsyndromes plus the Total Score.

This hypothesis was not supported by the results as only fourteen out of the one hundred ninety possible correlations were significant and positive. An additional eleven were significant and negative.

Hypothesis 10: There will be positive relationships among the measures of the same Sentence Completion Coping Style variable across different behavior areas.

There were a number of variables available from responses to the Sentence Completion instrument all of them occurring in the five behavior areas. Those variables which were the same in Stage I and Stage III will be discussed first. They were Stance, Engagement, Coping Effectiveness and Positive Affect. It would be expected that positive relationships for each of these variables would occur across behavior areas. This was the case, the number of significant correlations varying from eleven for Stance, seven for Engagement, thirteen for Coping Effectiveness but zero for Positive Affect. In Stage I the respective numbers were eleven, three, eighteen and one.

For the Stance dimension, six out of the ten possible correlations for ten-year-olds were significant. Stance in the Interpersonal Relations area had only one significant correlation, with Stance in Task Achievement. The range of correlations was .17 to .22. This pattern was very similar to that of ten-year-olds in Stage I, where however Stance in Interpersonal Relations had no significant correlations. The range was somewhat larger, .10 to .23.

For fourteen-year-olds five of the correlations were significant. For both age groups Stance toward Aggression problems correlated with Stance toward Authority, and Anxiety, a replication of Stage I results. However in Stage I Stance toward Authority correlated with Stance toward Anxiety and Task Achievement for both age groups. This did not occur in Stage III but Stance toward Interpersonal Relations problems did have significant correlations with Stance toward Task Achievement for both age groups.

The strongest correlation for ten-year-olds was that between Aggression and Task Achievement (.22) although that between Aggression and Authority (the strongest relationship in Stage I) was almost equal to it with a correlation of .21. For fourteen-year-olds it was between

Authority and Interpersonal Relations.

Stance in all areas, except Interpersonal Relations, correlated with Total Stance more strongly for ten- than for fourteen-year-olds. The range for ten-year-olds on the Total Stance variable was .51 to .59 and for fourteen-year-olds was .44 to .66.

Authority correlated most highly with the Total for ten-year-olds while Stance towards Interpersonal Relations correlated most highly with the Total Stance for fourteen-year-olds.

While in many ways the pattern is very similar from Stage I to Stage III, two main differences should be noted. First was the much larger range of correlations in Stage I, particularly for ten-year-olds, when it was .36 to .65. Second was the greater prominence of Stance in Interpersonal Relations both within areas and with the Total Stance score.

The dimension of Engagement produced seven significant correlations, three for ten-year-olds and four for fourteen-year-olds as against two and one, respectively, in Stage I. Authority correlated with Interpersonal Relations and Task Achievement while Engagement in Interpersonal Relations correlated with Engagement in Task Achievement for both age groups. Engagement in Interpersonal Relations correlated with Aggression for fourteen-year-olds only. All behavior areas correlated significantly with Total Engagement, the range being .36 to .65 for ten-year-olds and .30 to .66 for fourteen-year-olds. For both age groups Engagement in Interpersonal Relations problems correlated most highly with Total Engagement, whereas in Stage I Engagement in Task Achievement problems had correlated most highly.

Coping Effectiveness gave the greatest number of significant correlations, eighteen in Stage I and thirteen in Stage III. Seven out of the thirteen correlations were significant for ten-year-olds and six for fourteen-year-olds. For both age groups Coping Effectiveness in the Interpersonal Relations area correlated with Coping Effectiveness in Aggression, Task Achievement, and Authority, while Authority also correlated with Aggression and Task Achievement. For ten-year-olds only Anxiety correlated with Aggression and Authority while for fourteen-year-olds only it correlated with Interpersonal Relations. In Stage I all correlations for both age groups had been significant except that between Aggression and Task Achievement. As has already been indicated, these correlations were not significant in Stage III, either.

The strongest correlation for both age groups was that between Interpersonal Relations and Task Achievement (.32).

The highest correlation with Total Coping Effectiveness came in the area of Interpersonal Relations, while in Stage I Authority had the highest relationship.

It is clear that each variable must be treated separately, but as in Stage I the hypothesis was strongly supported by the results of the Coping Effectiveness scores. It would seem that a child who copes with problems in one area of behavior will show a strong tendency to cope with problems in other areas; and that for both age groups Authority and Interpersonal Relations have strong relationships with Coping Effectiveness in all other areas.

However a score for Coping Effectiveness assumes that a child has at some stage engaged in a solution to the problem and the results of the dimension of Engagement do not clearly support the hypothesis; and in fact with only six significant correlations the hypothesis should be rejected; and the conclusion drawn that engagement in solution in one area of behavior is no indication that the child will engage in solution in another area.

On the third variable, that of Stance, it is difficult on the results obtained to either definitely reject or definitely accept the hypothesis for just over half the correlations were significant. All the preceding remarks could be applied to Stage I data.

There were some dimensions that had not been obtained in Stage I. The first of these was Aid/Advice. Six out of the twenty correlations for both age groups were significant, three for ten-year-olds and three for fourteen-year-olds. Aggression correlated with Authority and Anxiety and Authority correlated with Anxiety. Interpersonal Relations and Task Achievement had no significant correlations with other variables.

Hypothesis 14: There will be a positive relationship among the Coping Style dimension Total scores and Coping Effectiveness Total Score.

All correlations for these variables were significant for both age groups. The highest correlations were between Total Engagement and Total Aid/Advice, .94 for ten-year-olds and .95 for fourteen-year-olds. Engagement also correlated most highly with Total Coping Effectiveness. This hypothesis was not tested in Stage I.

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and Attitude Total score across behavior areas.

Seven out of the twelve possible correlations were significant, three for ten-year-olds and four for fourteen-year-olds. In Stage I, Attitude towards Anxiety had not been obtained but for the three other areas all correlations for both age groups had been significant. It should be noted that in Stage III Anxiety correlated only with Task Achievement so that five out of the six correlations comparable with

Stage I were significant. In Stage I the highest correlation had been between Authority and Task Achievement. And while this was true for ten-year-olds in Stage III, the highest correlation for fourteen-year-olds was that between Authority and Interpersonal Relations.

For both age groups Authority had the highest correlations with Total Attitude. This was true also in Stage I.

Hypotheses 16 - 19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimensions across the different behavior areas and with the Total Affect scores.

Whereas in Stage I only Negative and Positive Affect scores were obtained, in Stage III Negative Affect was divided into Hostile and Depressive, and Neutral Affect was added. So that in comparing these dimensions only Positive Affect can be discussed for both stages.

For Hostile Affect eleven out of the twenty possible correlations were significant, seven for ten-year-olds and four for fourteen-year-olds. Thus while at age ten it is possible to accept the hypothesis, at age fourteen this is not so. One interesting feature was the lack of correlations for Task Achievement. This correlated only with Anxiety and then only at the ten-year-olds' level. Anxiety also correlated with Aggression, Authority, and Interpersonal Relations having the greatest number of correlations for both age groups. However Interpersonal Relations correlated most highly with the Total Affect score.

For ten-year-olds the correlations ranged from .17 to .34, the strongest being that between Aggression and Authority and Aggression and Interpersonal Relations. For fourteen-year-olds the range was .17 to .33, with the strongest correlation between Anxiety and Interpersonal Relations.

For Depressive Affect only seven out of the twenty correlations were significant, two for ten-year-olds and five for fourteen-year-olds. On this basis the hypothesis cannot be accepted for either age group.

For Neutral Affect ten correlations were significant, six for ten-year-olds and four for fourteen-year-olds, while for Positive Affect no correlations were significant and the hypothesis must be rejected.

From these results it would seem that the hypothesis cannot be accepted, with the exception of Hostile Affect for ten-year-olds. For this age group this emotion would seem to generalize to most behavior areas when a problem has to be solved. However, this was not true for fourteen-year-olds, who would react much more according to the circumstances in which they were involved.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

As in Stage I, the hypothesis concerning Positive Affect must be rejected as there were no significant correlations for either ten or fourteen-year-olds. The hypothesis must also be rejected for Depressive Affect as the only significant correlation (that for ten-year-olds) was positive.

However it could be accepted for Hostile Affect where correlations for both age groups were significant and negative.

Hypothesis 21a: There will be positive relationships between the Total Positive Affect measure and the Total Attitude measure and the Coping Score Totals.

This hypothesis can be accepted for Total Attitude, all the correlations for both age groups being significant and positive. This was true also in Stage I. The highest correlations were those between Total Coping and Attitude and the lowest those between Total Stance and Attitude.

However the hypothesis could not be accepted for Positive Affect, only two out of the eight correlations being significant, both of them for fourteen-year-olds. In Stage I, while four correlations had been significant only three had been positive so overall a very similar situation existed for both stages.

These results would suggest that the more important factor in effective solution is the actual attitude of the child rather than any expression of Positive Affect, when presented with the problem.

Hypothesis 21b: There will be negative relationships between the total amount of Hostile and Depressive Affect expressed on the Coping Style and Effectiveness Total scores.

This hypothesis was supported very strongly at both age levels for Hostile Affect and at the fourteen-year-old level for Depressive Affect, all correlations being significant and negative. For ten-year-olds, only the correlation between Total Stance and Depressive Affect was significant. The highest correlations were those between Total Coping and Total Hostile Affect, -.71 for ten-year-olds; -.68 for fourteen-year-olds.

It would seem that for both age groups the child who expressed Hostile emotion in relation to the problem was less likely to engage in solution or to solve the problem effectively. The same conclusion could be drawn concerning Depressive Affect but only for fourteen-year-old children.

Hypotheses 22-31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with Total scores for Coping Style and Coping Effectiveness.

In the case of the Sentence Completion instrument three coping variables were similar in Stage I and Stage III. In the case of the Story Completion instrument there were five similar variables: Engagement, Initiation, Implementation, Persistence and Coping Effectiveness. A number of other variables were assessed that were unique to Stage III. Those variables that could be obtained for both stages will be discussed first. It should be remembered that in the case of Stage I scores were based on eight stories, while in Stage III only seven stories were used.

For Engagement sixteen out of the forty-two possible correlations for both age groups were significant, nine of them being for the ten-year-old group and seven for the fourteen-year-old group. For both age groups Authority correlated with Anxiety (Story Four) and Interpersonal Relations; while Anxiety (Story Six) correlated with Interpersonal Relations and Academic Task Achievement.

For ten-year-olds only Authority correlated with Anxiety (Story Six) and Nonacademic Task Achievement, while Anxiety (Story Four) correlated with Task Achievement, both Academic and Nonacademic.

For fourteen-year-olds only, Aggression correlated with Interpersonal Relations, and Anxiety (Story Four) correlated with Anxiety (Story Six) and Interpersonal Relations.

The strongest correlation for ten-year-olds was that between Authority and Nonacademic Task Achievement, while for fourteen-year-olds it was between Authority and Anxiety (Story Four).

The number and strength of correlations was greater in Stage III than in Stage I. One interesting feature was the correlations with the Anxiety that occurred in Stage III, eleven for the two stories. In Stage I there was only one correlation that barely reached significance.

In Stage I, Aggression had five correlations with other variables but in Stage III there was only one significant correlation for Aggression.

In both stages Interpersonal Relations had the greatest number of significant correlations with other variables.

As far as the Initiation variable was concerned, nine out of a possible forty-two correlations for both age groups were significant, five of these being for the ten-year-old group and four for the fourteen-year-old group.

There were no correlations that were the same for both age groups. The highest correlation for ten-year-olds was between Authority and Nonacademic Task Achievement and for fourteen-year-olds that between Anxiety (Story Four) and Authority and Interpersonal Relations.

Correlation with Total Initiation ranged from .23 to .56 for ten-year-olds and .26 to .57 for fourteen-year-olds, the strongest correlation for ten-year-olds being that between Anxiety (Story Six) and the Total and for fourteen-year-olds between Aggression and the Total.

In Stage I the strongest correlation with the Total for both age groups was for Interpersonal Relations.

There were fourteen significant correlations for Implementation for both age groups, eleven being for ten-year-olds and three for fourteen-year-olds, so while there was some support for the hypothesis at the ten-year-old level it must be rejected for fourteen-year-olds. This is a similar pattern to Stage I where nine correlations were significant for ten-year-olds and four for fourteen-year-olds.

In Stage III, for both age groups Anxiety (Story Four) correlated with Nonacademic Task Achievement, while Anxiety (Story Six) correlated with Authority.

In both Stage I and Stage III Authority had the greatest number of significant correlations with other variables. However it is difficult to make accurate comparisons as in Stage I the Authority figure was the mother while in Stage III the Authority figure was the teacher.

Anxiety had more significant correlations in Stage III, as did Academic Task Achievement.

Academic Task Achievement correlated most highly with the Total Score for both age groups.

For Persistence sixteen out of the forty-two correlations were significant while eleven out of forty-two were significant in Stage I.

For both age groups in Stage III Authority correlated with Anxiety for both Stories Four and Six and with Nonacademic Task Achievement.

As in Stage I, however, most of the correlations were of a low magnitude ranging from .14 to .25. In Stage I the correlations had been even smaller, the range being .11 to .16.

Nonacademic Task Achievement had the strongest correlation with Total Score, for ten-year-olds (.62) while Anxiety (Story Four) had the strongest correlation with the Total for fourteen-year-olds.

In all, for these four Story Completion variables, fifty-five out of a possible one hundred sixty-eight variables were significant, while in Stage I only fifty-four out of two hundred twenty-four correlations were significant. So it could be said that there was a stronger relationship among the behavior areas on these four variables in Stage III as against Stage I. However the hypothesis cannot be completely accepted as only one third of the possible correlations were significant.

For Coping Effectiveness nineteen out of a possible forty-two correlations were significant as compared to sixteen out of fifty-six in Stage I. Eleven of these were for ten-year-olds and eight for fourteen-year-olds.

For both age groups in Stage III Anxiety (Story Four) correlated with Authority and Task Achievement, both Academic and Nonacademic. Anxiety assessed on Story Six correlated with Coping Effectiveness in the same three areas, except for fourteen-year-olds on the Nonacademic Task Achievement Story.

In Stage I Anxiety produced only three significant correlations all for fourteen-year-olds and all just reaching significance level. Authority produced eight correlations both in Stage I and in Stage III.

For ten-year-olds the strongest correlation was between Authority and Anxiety (Story Four) while for fourteen-year-olds it was between Aggression and Interpersonal Relations.

The range was .15 to .31 for ten-year-olds and .14 to .28 for fourteen-year-olds. All areas correlated with the Effectiveness Total, the highest correlation for ten-year-olds being that with Authority, while for fourteen-year-olds the highest correlation was with Academic Task Achievement.

There were five Coping Style dimensions in Stage III that had not been obtained in Stage I. The first of these was Stance. Only six out of the forty-two correlations were significant, five for ten-year-olds and one for fourteen-year-olds. So the hypothesis must be rejected for fourteen-year-olds and only partially accepted for ten-year-olds.

While eleven out of forty-two correlations were significant for Aid/Advice, three of these were negative. Taking the positive correlations only five were for ten-year-olds, three for fourteen-year-olds.

For both age groups Anxiety (Story Four) correlated with Nonacademic Task Achievement while Anxiety (Story Six) correlated with Academic Task Achievement. The range for ten-year-olds' correlations was .14 to .18 and for fourteen-year-olds' .15 to .16.

As for Stance the hypothesis must be rejected for fourteen-year-olds and only partially accepted for ten-year-olds.

Much the same pattern occurred for Solver, thirteen out of forty-two of the possible correlations being significant. Ten of these were for ten-year-olds and three for fourteen-year-olds.

For both age groups Anxiety (Story Four) correlated with Authority and Academic Task Achievement. The strongest correlation for both age groups was that between Authority and Anxiety. Thus again the hypothesis must be rejected for the fourteen-year-old group.

However for Outcome the hypothesis can be accepted much more positively, twenty-eight out of the forty-two correlations being significant, fourteen for ten-year-olds and fourteen for fourteen-year-olds.

For both age groups Aggression correlated with Authority. Authority correlated with Anxiety as assessed in Story Four and Story Six, with Interpersonal Relations and Academic Task Achievement. It also correlated with Nonacademic Task Achievement for ten-year-olds only. Anxiety (Story Four) correlated with Authority, Anxiety (Story Six) and Task Achievement, both Academic and Nonacademic. The range for ten-year-olds was .17 to .39 and for fourteen-year-olds .14 to .31. The strongest correlation for ten-year-olds was that between Anxiety (Story Four) and Authority and for fourteen-year-olds that between Anxiety (Story Four) and Academic Task Achievement.

Authority also correlated most strongly with the Total Score for ten-year-olds, while Anxiety (Story Four) correlated most strongly with Total Score for fourteen-year-olds.

Outcome in Nonacademic Task Achievement correlated with Outcome in all the other areas for ten-year-olds only. For fourteen-year-olds the only significant correlation was for Anxiety (Story Four).

Evaluation of Outcome produced only eleven significant correlations across the behavior areas, six for ten-year-olds and five for fourteen-year-olds. Both Aggression and Academic Task Achievement had only two significant correlations with other areas, while Authority, Interpersonal Relations and Nonacademic Task Achievement had only three.

All, however, correlated significantly with the Total Score, Authority having the strongest correlations for both age groups. Across areas the strongest correlation for ten-year-olds was that between Authority and Nonacademic Task Achievement while for fourteen-year-olds it was between Anxiety (Story Four) and Academic Task Achievement.

The range for ten-year-olds was .14 to .25 while for fourteen-year-olds it was .15 to .18.

Hypothesis 32a-b: There will be a positive relationship among the Coping Style dimension Total Scores and Total Coping Effectiveness.

If Response Length is not taken into account, eighty-nine out of the ninety possible correlations were significant and the hypothesis must therefore be accepted for both age groups.

The correlations ranged from .19 to .93 for ten-year-olds and from .14 to .92 for fourteen-year-olds. The highest correlation for both age groups was that between Total Implementation and Total Coping Effectiveness.

For Total Response Length the only significant correlation was for fourteen-year-olds with Total Evaluation of Outcome.

For both age groups Initiation, Aid/Advice, Solver, Implementation, and Outcome correlated best with Coping Effectiveness. Engagement correlated best with Initiation; Evaluation of Outcome correlated best with Outcome; Coping Effectiveness correlated best with Solver and Implementation; and Instrumentality correlated best with Initiation.

Hypothesis 33: There will be a positive relationship among Length of Response across all behavior areas.

All of the forty-two correlations were significant and positive. The range for ten-year-olds was .38 to .67 and for fourteen-year-olds .54 to .69. The highest correlation for ten-year-olds was between Authority and Nonacademic Task Achievement and for fourteen-year-olds between Authority and Anxiety (Story Four)

All correlated with the Total Score, the highest correlation for ten-year-olds being with Anxiety (Story Six) and for fourteen-year-olds with Authority.

Hypothesis 34: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

This hypothesis dealt with Positive Affect, Negative Affect and Total Affect Hero and Others. Although some hypotheses in Stage I had dealt with Affect in Story Completion the variables had been assessed in a different way so no comparisons could be made between the two stages.

For Positive Affect eighteen out of the forty-two correlations were significant, nine for ten-year-olds and nine for fourteen-year-olds.

For both age groups Anxiety (Story Four) correlated with Aggression, Authority and Interpersonal Relations while it correlated with Anxiety (Story Six) for ten-year-olds only. For ten-year-olds only, both Anxiety stories and Interpersonal Relations had four correlations with other variables, while for fourteen-year-olds Aggression, Authority and both Anxiety stories had three correlations with other variables.

For ten-year-olds the strongest correlation was between Anxiety (Story Six) and Academic Task Achievement while for fourteen year-olds it was between Authority and Anxiety (Story Four).

For Negative Affect, twenty-two correlations out of forty-two were significant thirteen of them for ten-year-olds and nine for fourteen-year-olds. For both age groups Nonacademic Task Achievement correlated with Aggression, Authority and Interpersonal Relations while for ten-year-olds only it correlated with both Anxiety stories and Academic Task Achievement.

For ten-year-olds the highest correlation was between Academic and Nonacademic Task Achievement while for fourteen-year-olds it was between Academic Task Achievement and Interpersonal Relations.

For Total Affect Hero and Others only five correlations were not significant. Nonacademic Task Achievement correlated with every other variable for both age groups. The highest correlation for ten-year-olds was between Authority and Anxiety (Story Six) while for fourteen-year-olds it was between Authority and Academic Task Achievement.

The range for ten-year-olds was .16 to .31 while for the older group it was .16 to .33.

Hypothesis 37: There will be positive relationships among the Story Completion Total Positive Affect measures and the Total Coping Style measures. There will be a negative relationship among the Story Completion Negative Affect measures and the Total Coping Style measures.

Taking the first hypothesis, twelve correlations were significant out of twenty. However of these twelve, eight were for fourteen-year-olds and four for ten-year-olds. Thus the Total Positive Affect score for fourteen-year-olds correlated significantly with every Coping Style measure except Stance, but ten-year-olds had significant correlations on Outcome (.23), Evaluation of Outcome (.40), Coping Effectiveness (.15) and Engagement (.14) only.

The strongest correlation for both age groups was Total Affect with Evaluation of Outcome. The range for fourteen-year-olds was .14 to .39.

Taking the second hypothesis, thirteen out of twenty correlations were significant and negative, nine for ten-year-olds and four for fourteen-year-olds. The variable with the strongest correlation with Total Positive Affect, Evaluation of Outcome, had no significant correlations with Total Negative Affect. This last named variable correlated negatively with Total Engagement, Total Initiation, Total Solver and Total Coping Effectiveness for both age groups. For ten-year-olds only there were significant correlations with Total Stance, Total Aid/Advice, Total Implementation, Total Outcome and Total Instrumentality. The range for ten-year-olds was -.14 to -.27 while for fourteen-year-olds it was -.14 to -.25.

In Stage I all correlations for both age groups were significant. It should be remembered that Affect was calculated in a slightly different way. Thus there were two Affect measures, Affect associated with the problem and Affect associated with the outcome.

For Affect associated with the problem the highest correlations for both age groups were those with Engagement while for the second Affect measure the highest correlations were with Coping Effectiveness. All correlations were strong, the range being .21 to .48 for ten-year-olds and .21 to .39 for fourteen-year-olds.

There was no single assessment of Negative Affect in Stage I.

Hypothesis 38: There will be a positive relationship between Length of Response and Coping Effectiveness scores for each story.

This hypothesis must be rejected as only seven out of a possible ninety-eight correlations were significant. Of these only four were positive, thus supporting the hypothesis.

Hypotheses 39-42: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments as well as positive relationships with the Total scores.

Taking the Stance dimension, the hypothesis must be rejected as only nine out of the ninety-six correlations were significant, only four of these being positive.

The hypothesis must also be rejected for Engagement,only one of the ninety-six correlations being significant and positive.

On the Aid/Advice dimension none of the correlations were significant and the hypothesis must therefore be rejected.

For Coping Effectiveness eight out of the ninety-six possible correlations were significant but only two of them were positive.

The hypothesis was also rejected in Stage I.

Hypothesis 43a-b: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures and negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

For Story Completion Positive Affect with Sentence Completion Positive Affect only two out of the possible seventy correlations were significant and thus the hypothesis must be rejected.

For Story Completion Positive Affect with Sentence Completion Negative Affect nine out of one hundred forty correlations were significant but only three were negative and thus the hypothesis must be rejected.

Hypothesis 43c-d: The Story Completion Negative Affect measures will be negatively related to the Sentence Completion Positive Affect measure and positively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

For Story Completion Negative Affect with Sentence Completion Positive Affect only three out of the seventy possible correlations were significant and as all were positive the hypothesis must be rejected.

For Story Completion Negative Affect with Sentence Completion Negative Affect fourteen out of one hundred forty correlations were significant but only twelve were positive. The hypothesis must be rejected on the basis of these results.

The hypotheses concerning Affect were also rejected in Stage I.

Hypotheses 44a-e and 45a-g: The Sentence and Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

Taking first the Sentence Completion Coping Style dimensions in the Task Achievement area the hypothesis was strongly supported by the results at both age levels. All the correlations between Good Coping as measured by the Social Attitudes and the Coping Style dimensions measured by the Sentence Completion instrument were significant and positive. The highest correlations for both age groups came on the Stance dimension. Coping Style dimensions for Task Achievement also correlated with Total Good Coping on Social Attitudes with the exception of Aid/Advice for ten-year-olds. However only three correlations were significant for the overall dimensions with Good Coping in Task Achievement.

In the Interpersonal Relations area only two correlations between Good Coping and the Coping Style dimensions were significant both of them for the fourteen-year-old group. Engagement and Aid/Advice correlated with the Total Good Coping score for both age groups but there were no significant correlations for Stance.

Overall scores gave much more support to the hypothesis. Good Coping in Interpersonal Relations had five out of the six correlations with Total scores for Stance (fourteen-year-olds only), Engagement and Aid/Advice (both ages) significant.

For Authority all correlations were significant. The highest correlation for ten-year-olds was for Total Good Coping with Stance, while for fourteen-year-olds it was Good Coping with Total Engagement.

For Anxiety neither Good Coping nor Total Good Coping correlated significantly with any of the Coping Style dimensions. However it did correlate with the overall dimension scores for all fourteen-year-old groups and on Stance only for the ten-year-old group.

As for Anxiety, neither Good Coping with Aggression nor Total Good Coping correlated significantly with any of the Coping Style dimensions. However Good Coping did correlate with the Total dimension scores, five out of the six being significant. Only Total Stance for ten-year-olds did not reach significance level.

The Total scores for Stance, Engagement and Aid/Advice correlated with Total Good Coping for both age groups, the highest correlation in this case being on the Aid/Advice dimension.

Neither Good Coping in Task Achievement nor the Good Coping Total correlated significantly with any of the Coping Style dimensions as measured by the Story Completion instrument.

In the Interpersonal Relations area six out of the eighteen correlations were significant, Good Coping correlating with Solver and Implementation for both age groups and with Outcome for fourteen-year-olds. It correlated negatively with Instrumentality for ten-year-olds. The overall Good Coping score had only two correlations out of eighteen, one positive and one negative.

For the Aggression area there were no significant correlations for Good Coping or Total Good Coping with any of the Coping Style dimensions.

Anxiety Good Coping had no significant correlations and for Total Good Coping of the three significant, two were positive and one was negative.

Authority had four significant correlations for Good Coping all for the fourteen-year-old group, while Total Good Coping had five positive correlations with the Coping Style dimensions, again all for fourteen-year-olds.

The second Anxiety story produced slightly more correlations, five out of eighteen, four of them for the ten-year-old group. On Total Good Coping, five correlations were significant for fourteen-year-olds and one for ten-year-olds.

On Nonacademic Task Achievement only one correlation was significant.

When Total Good Coping was correlated with total scores on the Coping Style dimensions none of the ten-year-old correlations were significant but eight out of nine possible for fourteen-year-olds were significant. The exception was Stance. The range for fourteen-year-olds was .14 to .27, the highest correlation being Instrumentality with Total Good Coping.

No comparison could be made with Stage I results because not only was the instrument (Social Attitudes) completely revised but also the scoring and scaling systems generated different variables.

Hypotheses 46-47: The Sentence and Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

For the Sentence Completion instrument the hypothesis was supported in four out of the five behavior areas, the exception being Anxiety which had no significant correlations. The range for ten-year-olds was .15 to .32 and for fourteen-year-olds .18 to .47. The highest correlation for both age groups was in the Task Achievement area.

Total Coping Effectiveness on the Sentence Completion instrument correlated positively with Good Coping in all the behavior areas for both age groups with the exception of Task Achievement where only the fourteen-year-olds' correlation was significant. The Total Good Coping score also correlated with Total Coping Effectiveness.

For the Story Completion instrument it cannot be said that this hypothesis was very strongly supported. Of the five areas Task Achievement, either Academic or Nonacademic, produced no significant correlations, while for Authority and Interpersonal Relations only the fourteen-year-olds' correlations were significant and for Aggression and Anxiety only the ten-year-olds'.

Total Coping Effectiveness on Story Completion correlated with Good Coping on Task Achievement, Authority and Interpersonal Relations for fourteen-year-olds only and for both age groups on Anxiety. It correlated with Total Good Coping for fourteen-year-olds only.

Hypothesis 48a: The SAI Good Coping scores will be positively related to the Story Completion Positive Affect measures.

Only three out of seventy correlations were significant and so the hypothesis must be rejected.

Hypothesis 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

Only three out of seventy correlations were significant and so the hypothesis must be rejected.

Hypothesis 49a: The SAI Good Coping scores will be positively related with the Sentence Completion Positive Affect measures.

Only two out of fifty correlations were significant and so the hypothesis must be rejected.

Hypothesis 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

Twenty-two out of a possible one hundred correlations were significant, twenty-one of them negative. Only one correlation for Depressive Affect was significant and this was positive. It would seem more worthwhile to only take the correlations for Hostile Affect into account when discussing this hypothesis. This would mean that twenty-one out of the fifty correlations were significant, all of them negative. Four of these were for ten-year-olds and seventeen were for fourteen-year-olds.

Hostile Affect in the Interpersonal Relations area produced the greatest number of significant correlations (eight out of ten), five for fourteen-year-olds and three for ten-year-olds.

For Authority all the fourteen-year-olds' correlations were significant but only one ten-year-olds'.

Anxiety, Task Achievement and Aggression had four, two and one significant correlations, respectively, all for the fourteen-year-old group.

Total Hostile Affect correlated with all five areas for the fourteen-year-old group and with Aggression only for the ten-year-olds.

The strongest correlation for ten-year-olds was Interpersonal Relations Hostile Affect with Good Coping in the Aggression area and Interpersonal Relations Hostile Affect with Good Coping in the Authority area for fourteen-year-olds.

Summary and Interpretation

Relationships within the Social Attitudes, Views of Life and Sentence Completion instruments have already been discussed to a large extent when describing correlation results. However some aspects of Sentence Completion were not looked at in detail, while Story Completion was not adequately covered nor were the relationships between the various coping instruments analyzed.

Aid/Advice was a new dimension introduced into the Sentence Completion instrument and it produced some interesting results. Aggression, Authority, and Anxiety were the areas in which significant relationships occurred, while Task Achievement and Interpersonal Relations produced no significant correlations. This would suggest that the first three areas are those which gave children more difficulty or perhaps in which they have had less experience of solving problems. Interpersonal Relations and Task Achievement, on the other hand, were areas in which they preferred to work out their own solution, if at all possible.

Interestingly, when the Total scores were taken into account, Total Engagement and Total Aid/Advice correlated most highly together indicating that those who did ask for assistance almost invariably engaged in some problem-solving activity and ended by solving the problem effectively. From these results it would follow that perhaps children should be encouraged to seek assistance in problem solving more often than is now the case. It may be that encouraging the child to try to find his own solution is not the most efficient way.

If Coping Style dimensions of the Story Completion instrument were taken singly, the relationship between the various behavior areas was not strong. In all there were ten dimensions but only for Outcome could the hypothesis of significant relationships across behavior areas be accepted with any degree of confidence, and even for Outcome only twenty-eight out of the forty-two correlations were significant.

If all the different dimensions were combined in one table for the five behavior areas there were few relationships where four or more dimensions had significant correlations.

For ten-year-olds, Authority by Anxiety (Story Four) and Authority by Anxiety (Story Six) each had significant correlations for five dimensions, Authority by Interpersonal Relations had four and Authority by Nonacademic Task Achievement had six. Anxiety (Story Four) by Academic Task Achievement and by Nonacademic Task Achievement had six and seven dimensions with significant correlations respectively. For fourteen-year-olds there were five relationships with four or more dimensions with significant correlations.

However Total scores gave a somewhat different picture, there being a large number of high correlations. This would suggest that the Story Completion instrument may have more value if taken as a whole rather than individual stories being looked at in any detail. Stance, Evaluation of Outcome and Instrumentality did not produce such good correlations as did other dimensions and it might be that they could be omitted from the list of dimensions. Engagement, Initiation, Aid/Advice, Solver and Implementation certainly seemed to be important dimensions.

Length of Response, although showing very strong relationships across behavior areas, seemed to have no relationship with any other dimensions. Thus, although it seems clear that children will be fairly constant in the length of story they write it seems to bear no relation to their coping behavior. This is supported by the correlations for the separate stories where only four out of a possible ninety-eight correlations supported the hypothesis of relationships between Length of Response and Coping Effectiveness.

The results of the relationships between the Coping measures presented a difficult problem of interpretation. It would be true to say that there was no real relationship between the two measures either in Stage I or Stage III, the proportion of significant correlations being even fewer in Stage III than in Stage I. As both instruments purported to measure the same behavior, clearly one or possibly both are not valid.

Even the Affect variables produced very few significant relationships between the two instruments either of a positive or negative nature.

There was a much stronger relationship between the Social Attitudes instrument and Sentence Completion both in the individual behavior areas and on the Total scores. It is interesting to note that Total Aid/Advice had the highest correlation with Total Good Coping, as had been the case within the Sentence Completion instrument and the comments made at that point could also be applied here.

The relationship between the Social Attitudes instrument and the Story Completion was not as strong, there being few significant correlations for the individual behavior areas although the Total scores gave a somewhat better picture for fourteen-year-olds. None of the ten-year-old correlations were significant however.

Similar results occurred for Coping Effectiveness, there being a large number of correlations between the Social Attitudes and Sentence Completion but few between Social Attitudes and Story Completion.

Obviously before any final decision can be made about the importance of these results it is necessary to see just what type of relationship each of the coping measures bears to the criterion measures.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

It was necessary to look at each Intrinsic value separately as there was no consistent pattern that enabled the hypothesis to be accepted or rejected overall. Similarly, Sentence Completion and Story Completion results had to be treated separately.

For three values, Esthetics, Independence, and Creativity, the hypothesis was rejected as it related to the Sentence Completion instrument as the only three significant correlations (one for each value) were negative. For Altruism the hypothesis could be accepted for the ten-year-old group, all correlations being significant and positive; but rejected for the fourteen-year-old group which had no significant correlations for this value.

For Self-Satisfaction four out of five correlations for fourteen-year-olds were significant but only one for ten-year-olds while for Variety only two ten-year-old correlations were significant.

The only value which almost completely supported the hypothesis was Intellectual Stimulation where nine out of the ten possible correlations were significant.

Management produced no significant correlations for fourteen-year-olds, while the four ten-year-olds' correlations that were significant were all negative.

For the Story Completion instrument two values, Altruism and Intellectual Stimulation, produced no correlations while Management, Creativity, Variety and Self-Satisfaction all had three or less.

Esthetics had twelve significant correlations out of twenty, seven for fourteen-year-olds and five for ten-year-olds but all were negative and so the hypothesis must be rejected.

Six out of the twenty correlations for Independence were significant, five for fourteen-year-olds and one for ten-year-olds but only the ten-year-old correlation was positive.

The hypothesis then must be rejected for the Story Completion instrument and only accepted for the Sentence Completion instrument on Intellectual Stimulation and Self-Satisfaction for fourteen-year-olds and Intellectual Stimulation for ten-year-olds.

In Stage I the hypothesis was rejected for both Sentence and Story Completion.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

Esthetics, Management, Creativity and Variety had two or less correlations with the SAI Good Coping measures and so for these values the hypothesis must be rejected.

Self-Satisfaction was positively related to Good Coping in the areas of Task Achievement, Authority and Aggression for fourteen-year-olds only while Independence was negatively related to Task Achievement and Anxiety, again, for fourteen-year-olds only. Thus while the hypothesis could be partially accepted for Self-Satisfaction it must be rejected for Independence.

Altruism correlated positively for both age groups with Good Coping in the areas of Authority and Interpersonal Relations; with Good Coping in the Aggression area for fourteen-year-olds only and with Good Coping in the Anxiety area for ten-year-olds only. Intellectual Stimulation correlated with Good Coping in the Authority and Aggression areas for ten-year-olds and with Good Coping in the areas of Task Achievement, Interpersonal Relations and Anxiety for fourteen-year-olds.

Hypothesis 52: The Occupational Values Intrinsic measures will be positively related with the Views of Life Active Response measures.

This hypothesis must be rejected as although twenty-one out of one hundred twenty correlations were significant only ten of them were negative.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

The hypothesis must be rejected as only one correlation out of sixteen was significant in the expected direction for each of the projective instruments. This hypothesis was also rejected in Stage I.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

The Sentence Completion Hostile Affect correlated negatively with two Occupational Values for both age groups. These were Altruism and Self-Satisfaction while for ten-year-olds only the correlation with Variety was significant and negative.

For Sentence Completion Depressive Affect, however, the only two significant correlations were positive and the same occurred for Story Completion Negative Affect. This hypothesis was also rejected in Stage I.

Hypothesis 55: The Occupational Values Extrinsic measure will be negatively related with the Sentence and Story Total Coping dimension measures.

Altogether six out of the seventy correlations were significant for the Sentence Completion measures, three of them negative; and six out of one hundred forty for the Story Completion, none of them negative. The hypothesis must be rejected as also occurred in Stage I.

Hypothesis 56: The Occupational Values Extrinsic measures will be negatively related with the SAI Good Coping measures.

Of the nine significant correlations out of a possible seventy, only six were negative and therefore the hypothesis must be rejected.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with the active measures of the Views of Life.

Of the twenty-six significant correlations out of one hundred forty, eleven were negative and therefore the hypothesis must be rejected.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

The hypothesis must be rejected, no correlation being significant for the Story Total Affect and only one for the Sentence Total Affect. This hypothesis was also rejected in Stage I.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Depressive Affect measures and the Story Completion Total Negative Affect measure.

The hypothesis must be rejected for all three measures because of the few significant positive correlations.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the Story Total Coping dimension measures.

The hypothesis must be rejected for all three measures, only six out of the sixty possible correlations being significant and none of them in the expected direction.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the Sentence Completion Total Coping dimension measures.

The hypothesis must be rejected for Occupational Aspiration, only two correlations being significant, one of them negative. For Occupational Expectation six out of the ten correlations supported the hypothesis, Aid/Advice being the only dimension for which both age groups had significant correlations. For Educational Aspiration, three out of the five correlations for ten-year-olds were significant and negative but

none of the correlations for fourteen-year-olds were significant.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the SAI Good Coping measures.

For Educational Aspiration none of the correlations were significant. For Occupational Aspiration two out of ten were significant, one for ten-year-olds and one for fourteen-year-olds. However for Occupational Expectation correlations were significant and negative with Good Coping in the areas of Task Achievement, Aggression, Interpersonal Relations, Anxiety and Total score, for fourteen-year-olds only. No ten-year-olds' correlations reached significance level.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the Active Response measures of the Views of Life.

For Occupational Aspiration only one correlation out of the possible twenty was significant while for Occupational Expectation only three significant correlations were in the expected direction. For Educational Aspiration two correlations were in the expected direction. The hypothesis must therefore be rejected for all three measures.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measure.

The hypothesis must be rejected as none of the correlations were significant.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be positively related with Sentence Completion Total Hostile and Depressive Affect measures and the Story Completion Total Negative Affect measure.

For Occupational Aspiration no correlations were significant in the expected direction while one correlation was significant and positive for Occupational Expectation. For Educational Aspiration one correlation was in the expected direction while two were in the direction opposite from that predicted.

Summary and Interpretation

There were very few relationships between the Motivation and Coping variables as had been the case in Stage I. This was in fact not a

particularly surprising result. It is possible for children who cope successfully to have a wide range of choice when they choose the values they would prefer in a job. This is especially true of the fourteen-year-old group. In the same way there is no reason why level of Occupational Aspiration or Expectation should be linked to a certain pattern of coping effectiveness.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

Because the Parent/Child interaction items have certain common variables there will be a tendency for correlations to be inflated. Bearing this in mind the hypothesis can be partially accepted as ten out of the twelve possible correlations for both age groups were significant. There were no significant correlations between Parent/Child Interaction and Self-Concept. The same situation had occurred in Stage I with one exception. There had been no correlations between Mother Interaction and Father Interaction.

The range for ten-year-olds was .38 to .73 and for fourteen-year-olds it was .35 to .70. In both cases these correlations were slightly higher than in Stage I. The highest correlation for both age groups was between Self-Concept and Mother Interaction.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

For the Authority Attitude measure seven out of the eight possible correlations were significant, only Parent/Child Interaction for ten-year-olds not reaching significance level. The hypothesis must therefore be accepted. In Stage I the hypothesis could be accepted only for the Self-Concept item.

For the Coping Style measures only one correlation out of the twenty-four possible was significant and so the hypothesis was rejected. In Stage I the hypothesis had been rejected for ten-year-olds but accepted for fourteen-year-olds for Stance and Engagement with Self-Concept.

For Coping Effectiveness no correlations were significant and the hypothesis was rejected. In Stage I Self-Image had correlated positively with both age groups for Coping Effectiveness and with Mother/Child Interaction for fourteen-year-olds only.

Although three correlations were significant for Positive Affect all were negative and the hypothesis was therefore rejected. It was rejected also for Stage I.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

As in Stage I, the hypothesis must be rejected only one correlation out of sixteen being significant and negative.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

For Total Attitude it was possible to accept the hypothesis for both age groups, seven out of the eight possible correlations being significant. Only Parent/Child Interaction for ten-year-olds did not reach significance. In Stage I the hypothesis could be accepted only for the Self-Concept item.

For the Coping Style measures only three correlations out of the twenty-four possible were significant and so the hypothesis was rejected. In Stage I, Self-Concept had correlated with Total Stance and Total Engagement for both age groups, while Mother/Child Interaction had correlated with these two dimensions for fourteen-year-olds only.

As in Stage I the hypothesis for Coping Effectiveness had to be rejected, only one correlation out of eight being significant.

The hypothesis was also rejected for Positive Affect, the only significant correlation being negative.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

Total Hostile Affect correlated negatively with Self-Concept for both age groups but no other correlations were significant. In Stage I no correlations with any variables had been significant.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness and Positive Affect scale scores from Story Five concerning Authority relations.

Although ten out of sixty-four correlations were significant for the Coping Style dimensions only five were positive and therefore in the expected direction. They were all for the fourteen-year-old age group, Self-Concept correlating with Implementation and Outcome while Mother Interaction correlated with Solver, Implementation and Outcome.

Only one correlation out of eight was significant for Coping Effectiveness and the hypothesis was rejected for Stage III as it had been in Stage I.

As for Stage I, the hypothesis concerning Affect was also rejected there being only one significant correlation out of eight.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

No correlations were significant and the hypothesis was rejected.

Hypothesis 99a-b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness and Positive Affect scale scores from Stories Four and Six since they concern parental relations.

The hypothesis must be rejected for all three measures, two correlations out of seventy-two (one positive, one negative) being significant for Coping Styles, no correlations being significant for Coping Effectiveness and only one out of eight being significant for Positive Affect. The hypothesis must also be rejected for Story Six.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

The hypothesis must be rejected for both stories as the only significant correlations, one for Story Four and two for Story Six, were positive.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Total scores for Coping Style, Coping Effectiveness and Positive Affect from the Story Completion.

The hypothesis must be rejected because of the small number of positive correlations.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total score for Negative Affect from the Story Completion.

The hypothesis was rejected for while two of the eight correlations were significant, both were positive.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

The hypothesis was rejected for ten-year-olds, none of the correlations being significant. However for fourteen-year-olds five out of eight were significant in the expected direction. Both Self-Concept and Mother Interaction correlated positively with SAI Authority and SAI Total score, while Father Interaction correlated positively with SAI Authority.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

There were no significant correlations. This hypothesis was also rejected in Stage I.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of the ten significant correlations out of sixty-four only three were positive and so supported the hypothesis. A similar result was obtained in Stage I. For ten-year-olds in Stage III, Management correlated negatively with Self-Concept, Mother Interaction and Father Interaction.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

The hypothesis was rejected as only one correlation out of sixty-four was significant in the expected direction. No correlations were significant in Stage I.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

There were no significant correlations in either Stage I or Stage III.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the total number of Active choices.

The hypothesis was rejected, no correlations being significant in the expected direction.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

As only twenty-seven out of a possible one hundred ninety-two correlations for both age groups were significant it would be very difficult to accept the hypothesis overall. However if the values are looked at separately some comments can be made.

Taking first the three achievement tests Intellectual Stimulation correlated with Math and GPA for both age groups and with Reading for ten-year-olds only. Independence correlated with all three achievement measures for fourteen-year-olds and with Reading for ten-year-olds. However, the other values had either one or no correlations with the achievement variables.

Taking the BRS variables the only value to have more than three positive correlations was Self-Satisfaction which had five, two for ten-year-olds and three for fourteen-year-olds.

In Stage I Independence had correlated with all three achievement measures for fourteen-year-olds and with Reading and GPA for ten-year-olds. There were, however, fewer correlations for Intellectual

Stimulation, only those with Math and Reading for ten-year-olds being significant. In Stage I only Altruism and Self-Satisfaction had correlated with all three achievement measures for ten-year-olds only. The only negative correlations occurred for Esthetics which correlated negatively with GPA for both age groups and with Math for the fourteen-year-olds.

It was not possible to compare the findings on the BRS as only the BRS summary score was used as a criterion measure in Stage I.

If only the achievement scores are taken as a basis for comparison some interesting similarities and differences occurred. Management, Creativity and Variety had either one or no significant correlations in either stage and thus the hypothesis cannot be said to be supported by the results of these variables. While Esthetics had four significant correlations in Stage I and only one in Stage III on both occasions they were negative. The biggest changes were for Altruism and Self-Satisfaction which both had significant correlations with all three achievement measures for ten-year-olds in Stage I but none in Stage III.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

As with the previous hypothesis, the values need to be discussed separately. Taking first the achievement measures, Prestige correlated negatively with Math for both age groups, with Reading for ten-year-olds and with GPA for fourteen-year-olds. The only other value to have any significant correlations with the achievement measures was Pleasant Surroundings which correlated negatively with Math for both age groups.

For the BRS, Economic Returns was the only value to show as many as five significant correlations, four for fourteen-year-olds and one for ten-year-olds. The hypothesis then must be rejected. In Stage I Prestige had again shown the greatest number of correlations having significant relationships with all three achievement measures for the ten-year-old group. An interesting feature of the Stage I results, not replicated in Stage III, were the positive correlations of Security with the three achievement measures for the ten-year-old group.

In Stage III, Success, Security, Economic Returns, Pleasant Associates and Follow Father had no significant correlations with the achievement measures, while in Stage I all values except Success had had at least one significant correlation.

Hypothesis 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation and Educational Aspiration and the criterion measures.

Again, criterion measures need to be discussed separately. Taking first the achievement measures all correlations for both age groups were significant and negative. The range for ten-year-olds was -.30 to -.46 and for fourteen-year-olds -.26 to -.52.

The highest correlation for ten-year-olds was Reading with Educational Aspiration while for fourteen-year-olds it was Math with Educational Aspiration.

However when the BRS was taken as the criterion measure only two correlations with Occupational Aspiration were significant and negative, only four for Occupational Expectation; while for Educational Aspiration eight out of eighteen were significant, three for ten-year-olds and five for fourteen-year-olds. For both age groups Educational Aspiration correlated negatively with Task Achievement and Solver.

These results are very similar to those obtained in Stage I, where the hypothesis had been supported strongly by the achievement measures, all correlations for both age groups being significant and negative, and less strongly by the BRS correlations.

Hypothesis 69: There will be negative relationships between the Occupational Interest Discrepancy score and the Criterion measures.

This hypothesis must be rejected as only three out of a possible forty-eight correlations were significant. In Stage I only one out of the sixteen possible correlations had been significant in the expected direction.

Summary and Interpretation

A number of comparisons with the Stage I results have already been made when outlining the various correlation results. The one outstanding point here is the clear differences that occurred between the number of correlations with the achievement measures and the number of correlations with BRS measures. It would seem that the changes made in the BRS instrument from Stage I to Stage III were not always for the best. Actually, it is rather difficult to understand the exact process that is taking place here as there was quite high agreement between the achievement measures and the BRS assessments.

More correlations would have been expected for Occupational Interests with the criterion measures than Occupational Values as children doing well on achievement tests could have different patterns of values.

However it would be expected that children expecting high status level jobs would achieve well. And this was in fact the case not only for Expectation but also for Aspiration.

Hypothesis 70: There will be a positive relationship between the SAI Good Coping measures and the Criterion measures.

Overall forty-seven out of one hundred twenty possible correlations were significant, forty-two positive and five of them negative.

However if these were divided into correlations with Achievement measures and correlations with BRS measures fourteen out of a possible thirty were significant for Achievement and twenty-eight out of ninety were significant and positive for the BRS measures.

Of the fourteen correlations with achievement measures, eleven were for ten-year-olds and only three for fourteen-year-olds. For the ten-year-olds Math correlated positively with Good Coping in all the behavior areas while Reading and GPA correlated with Task Achievement, Authority and Anxiety.

Of the twenty-eight significant correlations with the BRS, sixteen were for ten-year-olds and twelve for fourteen-year-olds. Good Coping in the Task Achievement area had the greatest number of correlations with BRS variables. There were eight in all, five for ten-year-olds and three for fourteen-year-olds.

For the SAI Total Good Coping, nine out of the twelve correlations for ten-year-olds were significant including all the achievement measures, while only four out of twelve were significant for fourteen-year-olds none of them for the achievement tests.

There would be no comparison with Stage I results because of the changes made in the instrument used in Stage III.

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the Criterion measures.

The hypothesis must be rejected. Thirty-three out of two hundred forty correlations were significant but only fourteen were positive.

Hypotheses 72-75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

For the Sentence Completion instrument there were four Coping Style variables: Stance, Engagement, Aid/Advice and Coping Effectiveness.

For Stance, ten out of the thirty possible correlations were significant for the achievement measures but five of these correlations were for Stance in the Task Achievement area while four were for Stance in the Authority area. All correlations for ten-year-olds in these two areas were significant as were the correlations between Total Stance and the achievement measures. No fourteen-year-old correlations for Total Stance with achievement measures were significant.

As far as the BRS measures were concerned only eight out of the ninety possible correlations were significant and positive.

A very similar pattern occurred for Engagement, ten out of the thirty correlations being significant for the achievement measures although in this instance four were for Task Achievement and four for Interpersonal Relations. Seven of the correlations were for ten-year-olds and only three for fourteen-year-olds.

For the BRS measures only nine out of the ninety possible correlations were significant and six of these were for Engagement in Interpersonal Relations for the ten-year-old group.

A very similar result occurred for Aid/Advice, twelve out of the thirty correlations being significant for the achievement measures, five of them being for Task Achievement, four for Interpersonal Relations and three for Authority. Seven of the correlations were for ten-year-olds and five for fourteen-year-olds.

For the BRS, ten out of the ninety correlations were significant and as for Engagement six of these were for Aid/Advice in the Interpersonal Relations area for the ten-year-old group.

There were rather more correlations for Coping Effectiveness, fourteen out of thirty for the achievement measures and fifteen out of ninety for the BRS measures.

For ten-year-olds, Math correlated with Coping Effectiveness in the areas of Authority, Anxiety, Interpersonal Relations and Task Achievement; Reading correlated with Authority and Task Achievement and GPA correlated with Interpersonal Relations and Task Achievement.

For fourteen-year-olds Math correlated with Interpersonal Relations, and Task Achievement; Reading correlated with Authority, Interpersonal Relations, and Task Achievement and GPA Correlated with Interpersonal Relations only. Thus Interpersonal Relations and Task Achievement were the areas where most correlations occurred.

No area showed a clear majority of correlations with any of the BRS items.

As in Stage I for certain behavior areas and for the Total Coping Effectiveness score the hypothesis can be accepted for the three achievement criteria but must be rejected for the BRS measures. In Stage III this held true for both age groups but in Stage I it was true only for the ten-year-old group. For the fourteen-year-old group the hypothesis was rejected for the three achievement measures but accepted for the BRS measure.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

The hypothesis must be rejected for both the achievement and BRS measures. For the achievement measures, five out of the twenty-four possible correlations were significant but only three of them were positive. For the BRS measures nine out of seventy-two were significant, eight of them positive.

In Stage I only six out of the twenty-four possible correlations had been significant. In neither stage were there any significant correlations in the Interpersonal Relations area.

In Stage III the only consistent finding for the BRS items was Attitude towards Authority which correlated with the BRS measures for Task Achievement, Authority, Implementation, Initiation and Aggression.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

As in Stage I, this hypothesis must be rejected, only five out of one hundred twenty correlations being significant.

Hypothesis 78a-b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures.

As in Stage I, this hypothesis must be rejected for the achievement measures only eight out of seventy-two being significant. It must also be rejected for the BRS measures, thirty-five out of two hundred sixteen being significant but only eighteen being negative and therefore in the predicted direction.

Hypotheses 79-88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

There were nine Coping Style dimensions obtained from the Story Completion instrument, but the results for any of the dimensions did little to support the hypothesis. As far as the achievement measures were

concerned none of the Coping dimensions had more than three positive correlations out of the forty-two possible.

For the BRS measures the number of significant positive correlations ranged from ten out of a possible one hundred twenty-six for Engagement to zero for Solver.

In Stage I, while there were few correlations for Engagement and Coping Effectiveness, Initiation, Implementation and Persistence did produce quite a large number of significant correlations.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimensions.

This hypothesis must be rejected there being no positive correlations with the achievement measures and only four out of one hundred twenty-six significant correlations for the BRS measures. The hypothesis was also rejected in Stage I.

Hypothesis 90: There will be a negative relationship between the criterion measures and the Story Completion Negative Affect dimension.

This hypothesis must be rejected as although eleven out of the forty-two correlations with the achievement measures were significant they were all positive indicating that the more negative affect shown by the child in the Story Completion instrument the better his performance on the achievement tests. This was especially true of Math for fourteen-year-olds, five out of the seven correlations being significant.

The hypothesis must also be rejected for the BRS measures, only nine out of the one hundred twenty-six possible correlations being significant, all of them positive.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures.

Self-Concept and Father Interaction correlated negatively with GPA and therefore did not support the hypothesis. There were no other significant correlations. In Stage I two correlations were positive and two negative.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score on the Peer BRS.

There were no significant correlations in Stage III. In Stage I only the correlations of Mother/Child Interaction with BRS Authority and the BRS summary score were significant.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

No correlations were significant.

Summary and Interpretation

There were four coping instruments which it was hypothesized would be related to the criterion measures. Of these four, the Views of Life could not be said to have a significant relationship with just over five percent of the correlations being significant.

There was little relationship with the Story Completion instrument either. As far as the achievement measures were concerned none of the Coping dimensions had more than three positive correlations out of the forty-two possible.

Thus only the Social Attitudes instrument and the Sentence Completion could be said to have any clear cut relationship with the criterion measures.

There were limitations on the Social Attitudes, however, in that the relationships with the criterion measures were mainly for the ten-year-old group. This had in fact been expected when the instrument was first envisaged. Its form was more suitable for ten-year-old children, and comments made by some fourteen-year-olds had led to the conclusion that they had found it difficult to take it as seriously as some of the other instruments. This was particularly true for fourteen-year-old upper-middle class boys. However for the ten-year-old group at least it did seem to have produced some satisfactory relationships. And the criticism made that it was too heavily influenced by social desirability factors did not seem to have been supported at this age.

The Sentence Completion instrument was the only other coping measure to show a satisfactory number of relationships but these held true only in certain of the behavior areas. To gain a clear picture of the relationships it is necessary to refer back to the detailed discussion contained in the description of hypotheses.

On the whole, the results obtained in Stage III tend to support those found in Stage I for Story and Sentence Completion. One instrument proved to have satisfactory relationships with the criterion measures and the other did not. The new Social Attitudes instrument proved to be more satisfactory than that used in Stage I, at least at the ten-year-old level. Its value for use with fourteen-year-olds must be regarded as doubtful.

And finally, it would seem that much more investigation needs to be carried out on the Views of Life instrument to ascertain just what measures it is positively related to. For clearly it is something other than the achievement measures used in this study.

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE 10	1 APTITUDE 14	2 MATH 10	2 MATH 14	3 READING 10	3 READING 14	4 GRADE POINT AVERAGE 10	4 GRADE POINT AVERAGE 14
1	APTITUDE			.63	.69	.49	.56	.57	.66
2	MATH	.63	.69			.64	.58	.70	.47
3	READING	.49	.56	.64	.58			.68	.29
4	GRADE POINT AVERAGE	.57	.44	.70	.47	.68	.29		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BRS 2 A - TA 10	5 BRS 2 A - TA 14	6 BRS 3 AUTHORITY 10	6 BRS 3 AUTHORITY 14	7 BRS 4 DIR 10	7 BRS 4 DIR 14	8 BRS 5 IMPLEMENT 10	8 BRS 5 IMPLEMENT 14	9 BRS 6 SELF-ASSUR 10	9 BRS 6 SELF-ASSUR 14	10 BRS 7 INITIATIVE 10	10 BRS 7 INITIATIVE 14	11 BRS 8 SUPER 10	11 BRS 8 SUPER 14	12 BRS 9 AGGRESSIV 10	12 BRS 9 AGGRESSIV 14	13 BRS 10 ANXIETY 10	13 BRS 10 ANXIETY 14
2	MATH	.41	.14	.21		.27		.35				.34		.37		.24		.14	
3	READING	.29		.15	.18	.20	.14	.25				.26		.38	.22	.21		.17	
4	GRADE POINT AVERAGE	.35	.18	.17	.19	.19	.17	.30	.13			.25		.32	.14	.21		.16	

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM 10	14 OCC. VAL. ALTRUISM 14	15 OCC. VAL. ESTHETIC 10	15 OCC. VAL. ESTHETIC 14	16 OCC. VAL. INDEP 10	16 OCC. VAL. INDEP 14	17 OCC. VAL. MANAGEMENT 10	17 OCC. VAL. MANAGEMENT 14	19 OCC. VAL. SELF-SATIS 10	19 OCC. VAL. SELF-SATIS 14	20 OCC. VAL. INTEL STIM 10	20 OCC. VAL. INTEL STIM 14	21 OCC. VAL. CREATIVITY 10	21 OCC. VAL. CREATIVITY 14	27 OCC. VAL. VARIETY 10	27 OCC. VAL. VARIETY 14
14	ALTRUISM			-.16	.64				.17		.15			-.26	-.22		
15	ESTHETICS	-.16	.64					-.22		-.15	-.19						
16	INDEPENDENCE										-.14	-.19	-.14				
17	MANAGEMENT		.17	-.22								-.25			-.15	-.17	-.14
19	SELF-SATISFACTION		.15	-.15	-.19		-.14							-.23	-.19		-.16
20	INTELLECTUAL STIMULATION					-.19	-.14	-.25								.33	.45
21	CREATIVITY	-.26	-.22							-.23	-.19					-.14	
27	VARIETY							-.17	-.14		-.16	.33	.45	-.14			
29	TOTAL INTRINSIC	.28	.47	.37	.47	.16	.29		.20	.21		.43	.41	.29	.29	.37	.40

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS 10	18 OCC. VAL. SUCCESS 14	22 OCC. VAL. SECURITY 10	22 OCC. VAL. SECURITY 14	23 OCC. VAL. PRESTIGE 10	23 OCC. VAL. PRESTIGE 14	24 OCC. VAL. ECON. RET. 10	24 OCC. VAL. ECON. RET. 14	25 OCC. VAL. SURROUND. 10	25 OCC. VAL. SURROUND. 14	26 OCC. VAL. ASSOCIATES 10	26 OCC. VAL. ASSOCIATES 14	28 OCC. VAL. FOL. FATHER 10	28 OCC. VAL. FOL. FATHER 14
18	SUCCESS												-.23	-.30	
22	SECURITY					-.25	-.15	-.26	.15						
23	PRESTIGE			-.25	-.19			.30	.26	-.18	-.16	-.21	-.27		
24	ECONOMIC RETURNS			-.26	.15	.30	.26								
25	SURROUNDINGS					-.18	-.16					-.24	-.27	-.15	
26	ASSOCIATES		-.23			-.21	-.27			-.24	-.27			-.15	-.14
28	FOLLOW FATHER	-.30								-.15		-.15	-.14		
30	TOTAL EXTRINSIC		.35	.19	.46	.37	.34	.47	.58	.24	.38	.24		.39	.37

FIGURE 3

ENLARGED TABLES OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTELL. STIM		21 OCC. VAL. CREATIVITY		22 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS	-.15	-.20		-.41		-.17												-.35
22	SECURITY			-.21	-.40	-.14	-.21			.38	.15			-.31	-.20		-.22	-.19	-.46
23	PRESTIGE	-.16	-.34				-.14			-.28	-.28	-.23	-.22		.15	-.21	-.16	-.37	-.34
24	ECONOMIC RETURNS	-.20	-.40		-.21					-.29	-.24	-.24	-.24			-.19	-.20	-.47	-.58
25	SURROUNDINGS	-.14	-.20		-.14		-.16	-.16							-.35			-.24	-.38
26	ASSOCIATES		.14	-.17		.14								-.36	-.31			-.24	
28	FOLLOW FATHER			-.25		-.17			-.15	-.18		-.14	-.23			-.21	-.31	-.39	-.37
30	TOTAL EXTRINSIC	-.28	-.47	-.37	-.47	-.16	-.29		-.20	-.21		-.43	-.41	-.29	-.29	-.37	-.40	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status level measures of the occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation & Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. EXP.		36* OCC. INT. ED. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATIONS			.74	.68	.37	.41
32	OCCUPATIONAL EXPECTATION	.74	.68			.37	.58
36	EDUCATIONAL ASPIRATION	.37	.41	.37	.38		

*Remember that these Variables are reversed. Thus any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP. ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	14
34	EXPECTATION ASPIRATION			.35	.41
35	OCCUPATION ASPIRATION	.35	.41		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY	
		10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			.44	.64	.31	.49	.38	.51	.43	.47
38	AUTHORITY	.44	.64			.51	.60	.49	.59	.50	.57
39	AGGRESSION	.31	.49	.51	.60			.59	.60	.39	.40
40	INTERPERSONAL RELATIONS	.38	.51	.49	.59	.59	.60			.44	.47
41	ANXIETY	.43	.47	.50	.57	.39	.40	.44	.47		
42	TOTAL SCORE	.61	.76	.76	.86	.79	.81	.80	.80	.71	.69

TABLE 5

INTRAMATRIX CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub syndromes plus the Total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V61 14	44 V61 14	45 V61 14	46 V61 14	47 V61 14	48 V61 14	49 V61 14	50 V61 14	51 V61 14	52 V61 14	53 V61 14	54 V61 14	55 V61 14	56 V61 14	58 V61 14	59 V61 14	60 V61 14	61 V61 14	62 V61 14	63 V61 14
43	LOCUS OF CONTROL								-.14	.30		.14				-.17	-.16			-.20	.21
44	ACADEMIC LOCUS OF CONT.							.17			-.14										.28
45	ACTION - INACTION				.19														.15		.34
46	IMMEDIATE - DELAYED			.19																	.36
47	RATE OF ACTION												.17	.14							.30
48	INTRINSIC - EXTRINSIC								-.15			.15									.16
49	TASK ACH. - IPR		.17							-.15					.23						.34
50	COMPETITION - CO-OPERATION	-.14					-.15				-.16				.14						.14
51	INDEPENDENT INTERDEPENDENT	.30						-.15									-.18				.18
52	EARNED STATUS - BESTOWED STATUS		-.14						-.16					-.16					-.15		
53	CONFRONT - AVOID	.14					.15														.30
54	SELF-INITI. OTHER INITI.					.17								.18	.15				.24		.54
55	SELF SOLVER OTHER SOLVER					.14					-.16		.18								.26
56	SELF - JOINT IMPLEMENTATION							.23	.14				.15								.27
58	INSTRUMENT - FANTASY	-.17																			.26
59	CONT./EXPRESS-IVITY & ACCEPT.	-.16								-.18											
60	ACT./PASS. UNDER STRESS																			.15	.17
61	POS./NEG. SELF-CONCEPT			.15							-.15		.24								.37
62	VIEW OF LIFE	-.20																.15			
63	TOTAL SCORE	.21	.28	.34	.36	.30	.16	.34	.14	.18		.30	.54	.26	.27	.26		.17	.37		

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14
100	STANCE AGGRESSION			.21	.17	.17	.16		.21	.22	
83	AUTHORITY	.21	.17						.22	.19	
92	ANXIETY	.17	.16							.18	
74	INTERPERSONAL RELATIONS		.21		.22					.17	.16
65	TASK ACHIEVEMENT	.22		.19		.18		.17	.16		
109	TOTAL STANCE	.51	.48	.59	.59	.52	.44	.57	.66	.59	.47

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION 10	101 ENGAGEMENT AGGRESSION 14	84 ENGAGEMENT AUTHORITY 10	84 ENGAGEMENT AUTHORITY 14	93 ENGAGEMENT ANXIETY 10	93 ENGAGEMENT ANXIETY 14	75 ENGAGEMENT IPR 10	75 ENGAGEMENT IPR 14	66 ENGAGEMENT TASK ACH. 10	66 ENGAGEMENT TASK ACH. 14
101	ENGAGEMENT AGGRESSION								.14		
84	AUTHORITY							.16	.23	.18	.18
93	ANXIETY										
75	INTERPERSONAL RELATIONS		.14	.16	.23					.19	.22
66	TASK ACHIEVEMENT			.18	.18			.19	.22		
110	TOTAL ENGAGEMENT	.36	.30	.53	.58	.52	.41	.65	.66	.60	.61

FIGURE 3

ENGLAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION			.16	.22	.18	.19				
76	AUTHORITY	.16	.22			.20	.25				
85	ANXIETY	.18	.19	.20	.25						
	INTERPERSONAL										
94	RELATIONS										
	TASK										
102	ACHIEVEMENT										
	TOTAL										
111	AID/ADVICE	.60	.64	.66	.68	.58	.59	.48	.35	.23	.30

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behevior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.24	.27	.20		.29	.14		
86	AUTHORITY	.24	.27			.16		.25	.26	.25	.30
95	ANXIETY	.20		.16					.28		
	INTERPERSONAL										
77	RELATIONS	.29	.14	.25	.26		.28			.32	.32
	TASK										
68	ACHIEVEMENT			.25	.30			.32	.32		
	TOTAL										
112	COPING EFF.	.52	.41	.62	.64	.54	.51	.72	.74	.57	.61

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.74	.66	.75	.68	.64	.68
	TOTAL								
110	ENGAGEMENT	.74	.66			.94	.95	.85	.78
	TOTAL								
111	AID/ADVICE	.75	.68	.94	.95			.82	.76
	TOTAL								
112	COPING EFF.	.64	.68	.85	.78	.82	.76		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY					.21	.42	.29	.30
91	ANXIETY							.17	.15
	INTERPERSONAL								
73	RELATIONS	.21	.42						.21
	TASK								
64	ACHIEVEMENT	.29	.30	.17	.15		.21		
	TOTAL								
108	ATTITUDE	.74	.80	.29	.27	.68	.78	.57	.59

FIGURE 3

ENGLAND TABLE OF SIGNIFICANT CORRELATIONS - PAGE 111

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST. AFF. AGGRESSION		87 HOST. AFF. AUTHORITY		96 HOST. AFF. ANXIETY		78 HOST. AFF. IPR		69 HOST. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.34		.20	.17	.34			
87	AUTHORITY	.34				.17	.19	.29	.21		
96	ANXIETY	.20	.17	.17	.19			.25	.33	.21	
78	INTERPERSONAL RELATIONS	.34		.29	.21	.25	.33				
69	TASK ACHIEVEMENT					.21					
113	TOTAL HOSTILE AFFECT	.66	.52	.68	.68	.55	.59	.73	.67	.33	.20

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE. AFF. AUTHORITY		97 DEPRE. AFF. ANXIETY		79 DEPRE. AFF. IPR		70 DEPRE. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS. AFF.							.14	.32		
105	AGGRESSION						.20	.24	.15		
88	AUTHORITY				.20				.14		
97	ANXIETY										.30
79	INTERPERSONAL RELATIONS	.14	.32	.24	.15		.14				
70	TASK ACHIEVEMENT								.30		
114	TOTAL DEPRESSIVE	.32	.33	.69	.54	.53	.68	.57	.71	.34	.34

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. ACGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.33	.15	.23	.27	.32			
89	AUTHORITY	.33	.15					.26	.24		
98	ANXIETY	.23	.27					.16	.15	.19	
80	INTERPERSONAL RELATIONS	.32		.26	.24	.16	.15				
71	TASK ACHIEVEMENT					.19					
115	TOTAL NEUTRAL AFF.	.65	.54	.66	.64	.55	.54	.68	.66	.35	.23

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										
99	ANXIETY										
81	INTERPERSONAL RELATIONS										
72	TASK ACHIEVEMENT										
116	TOTAL POS. AFFECT			.16	.19	.75	.85	.32	.15	.46	.53

FIGURE 3

ENGLAND TABLE OF SPECIFIC CORRELATIONS - STAGE III

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.28	-.28	.14			

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE		.27	-.18	-.15	-.30	-.38	.23	.21
110	TOTAL ENGAGEMENT			-.51	-.46		-.18	.32	.32
111	TOTAL AID/ADVICE			-.46	-.47		-.20	.27	.30
112	TOTAL COPING EFF.		.24	-.71	-.68		-.31	.31	.38

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	STORY 3 AGGRESSION									.15					
177	STORY 5 AUTHORITY								.21	.14					
163	STORY 4 ANXIETY							.15				.24		.38	
191	STORY 6 ANXIETY				.21	.15									
135	STORY 2 IPR	.15		.14											
121	STORY 1 ACAD.TASK ACH.					.24									
205	STORY 7 NA - TASK ACH.					.38									
219	TOTAL STANCE	.32	.44	.34	.44	.49		.56	.61	.26	.18	.45	.48	.42	.39

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	STORY 3 AGGRESSION										.19				
178	STORY 5 AUTHORITY					.15	.23	.19		.16	.15			.27	
164	STORY 4 ANXIETY			.15	.23				.16		.23	.16		.23	
192	STORY 6 ANXIETY			.19			.16			.16	.15	.19	.16		
136	STORY 2 IPR		.19	.16	.15		.23	.16	.15					.23	
122	STORY 1 ACAD.TASK ACH.					.16		.19	.16						
206	STORY 7 NA - TASK ACH.			.27		.23				.23					
220	TOTAL ENGAGEMENT	.53	.53	.52	.49	.40	.41	.39	.33	.40	.52	.55	.54	.19	.13

FIGURE 3

ENCODED MATRIX OF CORRELATIONS : STAGE III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3										.18				
151	AGGRESSION														
	STORY 5						.19	.21						.26	
179	AUTHORITY														
	STORY 4				.19						.19	.16		.24	
165	ANXIETY														
	STORY 6			.21									.19		
193	ANXIETY														
	STORY 2		.18				.19								
137	IPR														
	STORY 1					.16			.19					.14	
123	ACAD.TASK ACH.														
	STORY 7			.26		.24						.14			
207	NA - TASK ACH.														
	TOTAL														
221	INITIATION	.48	.57	.52	.44	.39	.36	.56	.53	.23	.46	.55	.54	.47	.26

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3										.15			-.16	
152	AGGRESSION														
	STORY 5					.14						.14		.18	
180	AUTHORITY														
	STORY 4			.14					-.21				- 16	.14	.15
166	ANXIETY														
	STORY 6						-.21					.15	.16		
194	ANXIETY														
	STORY 2		.15												
138	IPR														
	STORY 1			.14			-.16	.15	.16						
124	ACAD.TASK ACH.														
	STORY 7			.18		.14	.15								
208	NA - TASK ACH.	-.16													
	TOTAL														
222	AID/ADVICE	.51	.58	.44	.38	.41		.54	.50	.29	.40	.58	.52	.29	.22

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3							.16			.14	.14			
153	AGGRESSION														
	STORY 5					.25	.21			.16					
181	AUTHORITY														
	STORY 4			.25	.21					.21		.23	.18	.24	
167	ANXIETY														
	STORY 6	.16										.21		.25	
195	ANXIETY														
	STORY 2		.14	.16		.21									
139	IPR														
	STORY 1	.14				.23	.18	.21						.14	
125	ACAD.TASK ACH.														
	STORY 7					.24		.24				.1.			
209	NA - TASK ACH.														
	TOTAL														
223	SOLVER	.50	.47	.44	.41	.58	.50	.5.	.43	.50	.46	.5.	.52	.5.	.4.

FILE 3

PAGARD TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION							.17				.14			
	STORY 5														
182	AUTHORITY					.27		.17	.15	.18		.16		.20	
	STORY 4														
168	ANXIETY			.27						.17		.19		.17	.16
	STORY 6														
196	ANXIETY	.17		.17	.15							.20			
	STORY 2														
140	IPR			.18		.17							.14		
	STORY 1														
126	ACAD.TASK ACH.	.14		.16		.19		.20			.14				
	STORY 7														
210	NA - TASK ACH.			.20		.17	.16								
	TOTAL														
224	IMPLEMENTATION	.49	.44	.36	.30	.55	.45	.54	.46	.44	.39	.57	.53	.44	.25

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION			.25	.14		.29		.15		.19		.21	.18	
	STORY 5														
183	AUTHORITY	.25	.14			.39	.19	.20	.19	.31	.14	.24	.17	.30	
	STORY 4														
169	ANXIETY		.29	.39	.19			.26	.28			.20	.31	.29	.21
	STORY 6														
197	ANXIETY		.15	.20	.19	.26	.28						.20	.22	
	STORY 2														
141	IPR		.19	.31	.14							.17	.14	.19	
	STORY 1														
127	ACAD.TASK ACH.		.21	.24	.17	.20	.31		.20	.17	.14			.19	
	STORY 7														
211	NA - TASK ACH.	.18		.30		.29	.21	.22		.19		.19			
	TOTAL														
225	OUTCOME	.30	.38	.67	.52	.57	.63	.52	.53	.54	.47	.52	.59	.57	.35

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
156	AGGRESSION					.19							.16		
	STORY 5														
184	AUTHORITY						.15	.18						.25	
	STORY 4														
170	ANXIETY	.19			.15			.16	.17				.18		
	STORY 6														
198	ANXIETY			.18		.16	.17			.14					
	STORY 2														
142	IPR							.14						.19	.16
	STORY 1														
128	ACAD.TASK ACH.		.16				.18								
	STORY 7														
212	NA - TASK ACH.			.25						.19	.16				
	TOTAL EVAL.														
226	OF OUTCOME	.30	.15	.59	.57	.49	.53	.46	.40	.43	.44	.44	.50	.53	.43

FIGURE 3

ENGLAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION				.15						.28				
	STORY 5														
185	AUTHORITY		.15			.31	.21	.22	.19	.21		.15		.30	
	STORY 4														
171	ANXIETY			.31	.21			.20		.15		.24	.19	.29	.14
	STORY 6														
199	ANXIETY			.22	.19	.20						.16	.17	.17	
	STORY 2														
143	IPR		.28	.21		.15							.16		
	STORY 1														
129	ACAD. TASK ACH.			.15		.24	.19	.16	.17		.16				
	STORY 7														
213	NA - TASK ACH.			.30		.29	.14	.17							
	TOTAL														
227	COPING EFF.	.51	.57	.58	.47	.55	.45	.57	.49	.42	.47	.57	.59	.49	.24

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION										.22	.18		.15	
	STORY 5														
190	AUTHORITY					.14	.20	.19	.21					.18	.16
	STORY 4														
176	ANXIETY			.14	.20			.14	.18			.18		.17	.25
	STORY 6														
204	ANXIETY			.19	.21	.14	.18					.14		.23	
	STORY 2														
148	IPR		.22												
	STORY 1														
134	ACAD. TASK ACH.	.18				.18		.14							
	STORY 7														
218	NA - TASK ACH.	.15		.18	.16	.17	.25	.23							
	TOTAL														
232	INSTRUMENTALITY	.44	.47	.46	.42	.46	.61	.52	.51	.37	.43	.51	.32	.62	.53

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.35	.25	.46	.30	.37	.26	.29	.17	.31	.22
	TOTAL												
220	ENGAGEMENT	.35	.25			.89	.87	.80	.74	.66	.57	.72	.64
	TOTAL												
221	INITIATION	.46	.30	.89	.87			.86	.85	.71	.67	.73	.71
	TOTAL												
222	AID ADVICE	.37	.26	.80	.74	.86	.85			.73	.67	.71	.64
	TOTAL												
223	SOLVER	.29	.17	.66	.57	.71	.67	.73	.67			.89	.86
	TOTAL												
224	IMPLEMENTATION	.31	.22	.72	.64	.73	.71	.71	.64	.89	.86		
	TOTAL												
225	OUTCOME	.29	.14	.64	.54	.60	.59	.57	.51	.76	.68	.81	.78
	TOTAL EVAL.												
226	OF OUTCOME	.22		.23	.31	.20	.31	.23	.26	.31	.36	.30	.44
	TOTAL												
227	COPING EFFECT.	.43	.30	.84	.83	.87	.88	.84	.81	.91	.87	.93	.92
	TOTAL RESPONSE												
228	LENGTH												
	TOTAL												
232	INSTRUMENTALITY	.34	.26	.71	.61	.71	.73	.57	.55	.59	.49	.62	.61

FIGURE 3

RELATED TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTCOME		226 COP. EFF. EVAL. OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES. LENGTH		232 COP. EFF. INSTRUMENT	
		10	14	10	14	10	14	10	14	10	14
	TOTAL										
225	OUTCOME			.43	.47	.87	.85			.56	.52
	TOTAL EVAL.										
226	OF OUTCOME	.43	.47			.35	.44		.16	.19	.33
	TOTAL										
227	COP. EFFECT.	.87	.85	.35	.44					.68	.69
	TOTAL RESPONSE										
228	LENGTH				.16					.25	.22
	TOTAL										
232	INSTRUMENTALITY	.56	.52	.19	.33	.68	.69	.25	.22		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
158	AGGRESSION			.62	.64	.60	.60	.62	.59	.57	.57	.43	.62	.53	.60
	STORY 5														
186	AUTHORITY	.62	.64			53	.69	.64	.66	.60	.60	.39	.64	.67	.66
	STORY 4														
172	ANXIETY	.60	.60	.59	.69			.64	.66	.61	.58	.43	.65	.60	.69
	STORY 6														
200	ANXIETY	.62	.59	.65	.66	.64	.66			.63	.54	.53	.57	.64	.64
	STORY 2														
144	IPR	.57	.57	.60	.60	.61	.58	.63	.54			.51	.56	.62	.54
	STORY 1														
130	ACAD. TASK ACH.	.43	.62	.39	.64	.43	.65	.53	.57	.51	.56			.38	.54
	STORY 7														
214	NA - TASK ACH.	.53	.60	.67	.66	.60	.69	.64	.64	.62	.54	.38	.54		
	TOTAL LENGTH														
228	OF RESPONSE	.79	.81	.81	.86	.80	.86	.85	.81	.82	.76	.68	.80	.80	.83

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
159	AGGRESSION				.24	.16	.19	.20		.24			.19		
	STORY 5														
187	AUTHORITY		.24			.19	.28								.24
	STORY 4														
173	ANXIETY	.16	.19	.19	.28			.32		.29	.16				
	STORY 6														
201	ANXIETY	.20				.32				.17	.23	.32	.17		.19
	STORY 2														
145	IPR	.24				.29	.16	.17	.23					.19	
	STORY 1														
131	ACAD. TASK ACH.		.19					.32	.17						
	STORY 7														
215	NA - TASK ACH.				.24				.19	.19					
	TOTAL														
229	POSITIVE AFF.	.40	.33	.45	.57	.62	.54	.57	.34	.62	.55	.38	.47	.48	.57

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
160	AGGRESSION				.15	.16				.14	.19	.15		.16	.16
	STORY 5														
188	AUTHORITY		.15			.15		.20			.15		.14	.19	.14
	STORY 4														
174	ANXIETY	.16		.15				.16			.15			.20	
	STORY 6														
202	ANXIETY			.20		.16				.18				.16	
	STORY 2														
146	IPR	.14	.19		.15		.15	.18					.24	.20	.19
	STORY 1														
132	ACAD.TASK ACH.	.15			.14						.24			.25	
	STORY 7														
216	NA - TASK ACH.	.16	.16	.19	.14	.20		.16		.20	.19	.25			
	TOTAL NEGATIVE														
230	AFFECT HERO	.52	.43	.50	.54	.50	.43	.53	.44	.47	.56	.50	.49	.59	.53

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 Story 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
161	AGGRESSION			.21	.27	.23	.17	.22		.23	.25		.20	.17	.17
	STORY 5														
189	AUTHORITY	.21	.27			.25	.19	.31	.22		.16		.33	.17	.16
	STORY 4														
175	ANXIETY	.23	.17	.25	.19			.27		.23	.23	.16	.18	.17	.17
	STORY 6														
203	ANXIETY	.22		.31	.22	.27				.25	.18	.19	.18	.21	.18
	STORY 2														
147	IPR	.23	.25		.16	.23	.23	.25	.18			.22	.33	.22	.20
	STORY 1														
133	ACAD.TASK ACH.		.20		.33	.16	.18	.19	.18	.22	.33			.20	.24
	STORY 7														
217	NA - TASK ACH.	.17	.17	.17	.16	.17	.17	.21	.18	.22	.20	.20	.24		
	TOTAL AFFECT														
231	HERO & OTHERS	.55	.53	.54	.60	.58	.52	.62	.53	.55	.62	.47	.63	.53	.52

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total affect x Total Coping Style Measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL ASK ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL. OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE																				
229	AFFECT HERO			.14			.18		.18		.22		.22	.23	.30	.40	.39	.15	.25		.14
	TOTAL NEGATIVE																				
230	AFFECT HERO	-.20		-.24	-.25	-.20	-.14	-.26		-.27	-.15	-.25		-.18				-.26	-.15	-.14	

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 1																
130	RES.LENGTH					.14						.15					
	STORY 2																
144	RES.LENGTH	-.15		-.15									.20				
	STORY 3																
158	RES.LENGTH			-.14													
	STORY 4																
172	RES.LENGTH																
	STORY 5																
186	RES.LENGTH													.15			
	STORY 6																
200	RES.LENGTH																
	STORY 7																
214	RES.LENGTH																
	TOTAL RESPONSE																
228	LENGTH																

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimension and Coping Effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
100	AGGRESSION																
83	AUTHORITY							-.15			.16					-.14	
92	ANXIETY	-.14				.14				-.18	.14			.20			
74	IPR																
65	TASK ACH.																
	TOTAL																
109	STANCE			-.15													

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 TOTAL ENGAGEMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
101	AGGRESSION																
84	AUTHORITY																
93	ANXIETY																
	INTERPERSONAL																
75	RELATIONS								.17								
	TASK																
66	ACHIEVEMENT																
	TOTAL																
110	ENGAGEMENT									-.15							

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
102	AGGRESSION																
85	AUTHORITY																
94	ANXIETY																
	ACADEMIC																
67	TASK ACH.																
	TOTAL																
111	AID/ADVICE																

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
103	AGGRESSION													-.17			
86	AUTHORITY										.15			-.16			
95	ANXIETY						-.16			-.14				-.14			
	INTERPERSONAL																
77	RELATIONS								.17								
	TASK																
68	ACHIEVEMENT																
	TOTAL																
112	COPING EFF.													-.14			

FIGURE 3

ENGLAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
	SENTENCE	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	POSITIVE AFFECT																
107	AGGRESSION																
	POSITIVE AFFECT																
90	AUTHORITY																
	POSITIVE AFFECT																
99	ANXIETY	.15							.20								
	POSITIVE AFFECT																
81	IPR																
	POSITIVE AFFECT																
72	TASK ACH.																
	TOTAL																
116	POSITIVE AFFECT								.21								

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE							-.17	.17							-.16	
	AGGRESSION																
105	DEPRESSIVE						.15										
	AUTHORITY																
87	HOSTILE		.14											-.16			
	AUTHORITY																
88	DEPRESSIVE																
	ANXIETY																
96	HOSTILE																
	ANXIETY																
97	DEPRESSIVE																
	IPR																
78	HOSTILE														-.19		-.17
	IPR																
79	DEPRESSIVE										.14				.17		
	TASK ACH.																
69	HOSTILE																
	TASK ACH.																
70	DEPRESSIVE								.23								
	TOTAL																
113	HOSTILE														-.20		
	TOTAL																
114	DEPRESSIVE														.19		

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 TOTAL NEG. AFFECT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	NEGATIVE AFF.																
107	AGGRESSION																
	POSITIVE AFF.																
90	AUTHORITY			.22													
	POSITIVE AFF.																
99	ANXIETY																
	POSITIVE AFF.																
81	IPR							.14							.15		
	POSITIVE AFF.																
72	TASK ACH.																.14
	TOTAL																
116	POSITIVE AFF.																

TABLE 1

[illegible] [illegible] CORRELATIONS - SINCE III

HYPOTHESIS 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 DA - TA		230 TOTAL NEG. AFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE				.15												
	AGGRESSION																
105	DEPRESSIVE										-.15				-.14		
	AUTHORITY																
87	HOSTILE						.14										
	AUTHORITY																
88	DEPRESSIVE						.16				.17		.19				.14
	ANXIETY																
96	HOSTILE																
	ANXIETY																
97	DEPRESSIVE			.16													
	IPR																
78	HOSTILE															-.15	-.14
	IPR																
79	DEPRESSIVE			.16		.18							.17			.18	.19
	TASK ACH.																
69	HOSTILE							.14									
	TASK ACH.																
70	DEPRESSIVE			.15									.30				
	TOTAL																
113	HOSTILE																
	TOTAL																
114	DEPRESSIVE			.24									.16			.15	.18

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE		66 TASK ACH. ENGAGEMENT		67 TASK ACH. AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
37	TASK ACH.	.28	.44	.23	.37	.21	.34				.25	.14	.26
	TOTAL												
42	SAI SCORE	.20	.44	.13	.34		.30	.19	.24	.21	.32	.22	.32

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
40	IPR				.15		.15		.20	.16	.26	.16	.26
	TOTAL												
42	SAI SCORE			.14	.17	.15	.17	.19	.24	.21	.32	.22	.32

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE		84 AUTHORITY ENGAGEMENT		85 AUTHORITY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
38	AUTHORITY	.28	.14	.19	.22	.22	.26	.21	.22	.21	.30	.23	.29
	TOTAL												
42	SAI SCORE	.31	.18	.21	.24	.27	.29	.19	.24	.21	.32	.22	.32

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		92 ANXIETY STANCE		93 ANXIETY ENGAGEMENT		94 ANXIETY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
41	ANXIETY										.26		.26
	TOTAL												
42	SAI SCORE												

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 AGGRESSION STANCE		101 AGGRESSION ENGAGEMENT		102 AGGRESSION AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
39	AGGRESSION								.20	.17	.22	.17	.22
	TOTAL												
42	SAI SCORE							.19	.24	.21	.32	.22	.32

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE				
122	ENGAGEMENT				
123	INITIATION				
124	AID/ADVICE				
125	SOLVER				
126	IMPLEMENTATION				
127	OUTCOME				
128	EVALUATION OF OUTCOME				
134	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.16
221	INITIATION		.16		.22
222	AID/ADVICE				.14
223	SOLVER		.18		.18
224	IMPLEMENTATION		.21		.22
225	OUTCOME	.16	.17		.20
226	EVALUATION OF OUTCOME		.21		.17
232	INSTRUMENTALITY		.22		.27

FIGURE 3

DETAILED TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI INTERPERSONAL RELATIONS		47 SAI TOT. SCORE	
		10	14	10	14
135	STANCE				
136	ENGAGEMENT				
137	INITIATION				
138	AID/ADVICE				
139	SOLVER	.14	.14		
140	IMPLEMENTATION	.21	.15	.16	
141	OUTCOME EVALUATION		.15		
142	OF OUTCOME				
148	INSTRUMENTALITY TOTALS	-.17		-.14	
219	STANCE				
220	ENGAGEMENT		.17		.16
221	INITIATION		.23		.22
222	AID/ADVICE		.18		.16
223	SOLVER		.15		.18
224	IMPLEMENTATION		.20		.22
225	OUTCOME EVALUATION		.19		.20
226	OF OUTCOME		.16		.17
232	INSTRUMENTALITY		.23		.27

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION		42 SAI TOT. SCORE	
		10	14	10	14
149	STANCE				
150	ENGAGEMENT				
151	INITIATION				
152	AID/ADVICE				
153	SOLVER				
154	IMPLEMENTATION				
155	OUTCOME EVALUATION				
156	OF OUTCOME				
162	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				.16
221	INITIATION				.22
222	AID/ADVICE				.14
223	SOLVER				.18
224	IMPLEMENTATION				.22
225	OUTCOME EVALUATION				.20
226	OF OUTCOME				.17
232	INSTRUMENTALITY		.17		.27

FIGURE 3

PICKLAND TABLES OF "SIGNIFICANT CORRELATIONS" - STAGE III

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY	10	14	10	14
	Story 4				
163	STANCE				
164	ENGAGEMENT				
165	INITIATION				
166	AID/ADVICE			-.14	
167	SOLVER				
168	IMPLEMENTATION				
169	OUTCOME				.17
170	EVALUATION OF OUTCOME				
176	INSTRUMENTALITY				.17
	TOTALS				
219	STANCE				
220	ENGAGEMENT		.16		.16
221	INITIATION	.14	.19		.22
222	AID/ADVICE		.17		.14
223	SOLVER		.21		.18
224	IMPLEMENTATION		.19		.22
225	OUTCOME				.20
226	EVALUATION OF OUTCOME				.17
232	INSTRUMENTALITY		.21		.27

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY		42 SAI TOT. SCORE	
	AUTHORITY	10	14	10	14
177	STANCE				
178	ENGAGEMENT				
179	INITIATION		.17		.17
180	AID/ADVICE				
181	SOLVER				.16
182	IMPLEMENTATION		.20		.20
183	OUTCOME		.16		.15
184	EVALUATION OF OUTCOME		.15		.15
190	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.16
221	INITIATION		.20		.22
222	AID/ADVICE				.14
223	SOLVER		.15		.18
224	IMPLEMENTATION		.19		.22
225	OUTCOME		.19		.20
226	EVALUATION OF OUTCOME		.14		.17
232	INSTRUMENTALITY		.25		.27

FIGURE 3

ENGLAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY STORY 6	10	14	10	14
191	STANCE				
192	ENGAGEMENT	.18			.14
193	INITIATION	.14		.14	.15
194	AID/ADVICE				
195	SOLVER				
196	IMPLEMENTATION	.16			.14
197	OUTCOME	.16	.14		.17
198	EVALUATION OF OUTCOME				
204	INSTRUMENTALITY				.21
219	TOTALS STANCE				
220	ENGAGEMENT		.16		.16
221	INITIATION		.19		.22
222	AID/ADVICE		.17		.14
223	SOLVER		.21		.18
224	IMPLEMENTATION		.19		.22
225	OUTCOME				.20
226	EVALUATION OF OUTCOME				.17
232	INSTRUMENTALITY		.21		.27

HYPOTHESIS 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping Measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NONACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE				
206	ENGAGEMENT				
207	INITIATION		.14		
208	AID/ADVICE				
209	SOLVER				
210	IMPLEMENTATION				
211	OUTCOME				
212	EVALUATION OF OUTCOME				
218	INSTRUMENTALITY				
219	TOTALS STANCE				
220	ENGAGEMENT				.16
221	INITIATION		.16		.22
222	AID/ADVICE				.14
223	SOLVER		.19		.19
224	IMPLEMENTATION		.21		.24
225	OUTCOME	.16	.17		.20
226	EVALUATION OF OUTCOME		.21		.17
232	INSTRUMENTALITY		.22		.27

FIGURE 3

INCLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. NA - TA		112 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT				.28				.17	.32	.47		.34
38	AUTHORITY		.14	.17	.34			.16	.20	.24	.44	.24	.39
39	AGGRESSION	.16	.18	.21	.33			.18	.22		.33	.23	.34
	INTERPERSONAL												
40	RELATIONS	.18	.27	.17	.35			.15	.21		.31	.23	.40
41	ANXIETY		.17		.27				.16	.16	.42	.15	.35
	TOTAL												
42	SAI SCORE		.22	.20	.40			.20	.24	.23	.49	.27	.46

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT				.15		.14	.23									.20
38	AUTHORITY				.17		.15										.20
39	AGGRESSION	.16							.15								
	INTERPERSONAL																
40	RELATIONS		.17		.18				.18		.17						.23
41	ANXIETY				.14			.16								.15	.20
	TOTAL																
42	SAI SCORE				.19				.16								.23

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		201 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT																
38	AUTHORITY						-.14										
39	AGGRESSION			.19													
	INTERPERSONAL																
40	RELATIONS			.17													
41	ANXIETY																
	TOTAL																
42	SAI SCORE			.16													

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT																
38	AUTHORITY									-.16			-.17				
39	AGGRESSION											-.19					
	INTERPERSONAL																
40	RELATIONS																
41	ANXIETY																
	TOTAL																
42	SAI SCORE												-.14				

FIGURE 3

LEVELS OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS.AFF. TASK ACH.		81 POS.AFF. IPR		90 POS.AFF. AUTHORITY		99 POS.AFF. ANXIETY		107 POS.AFF. AGGRESSION		116 TOTAL POS.AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT												
38	AUTHORITY												
39	AGGRESSION			.16									
40	INTERPERSONAL RELATIONS												.15
41	ANXIETY		.14									.15	
42	TOTAL SAI SCORE												

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
69	TASK ACHIEVE. HOSTILE				-.23						-.26		-.19
70	TASK ACHIEVE. DEPRESSIVE												
78	IPR HOSTILE		-.30	-.18	-.31	-.23	-.25	-.16	-.28		-.18	-.19	-.34
79	IPR DEPRESSIVE												
87	AUTHORITY HOSTILE		-.18		-.28	-.16	-.26		-.26		-.20		.30
88	AUTHORITY DEPRESSIVE												
96	ANXIETY HOSTILE				-.18		-.17		-.29		-.14		-.23
97	ANXIETY DEPRESSIVE	.18											
104	AGGRESSION HOSTILE								-.16				
105	AGGRESSION DEPRESSIVE												
113	TOTAL HOSTILE		-.30		-.36	-.20	-.32		-.40		-.30		-.42
114	TOTAL DEPRESSIVE												

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - PHASE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-SATIS		20 OCC.VAL. INTEL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 OCC.VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
108	TOTAL ATTITUDE	.29			-.14		-.15						.17	-.17					
109	TOTAL STANCE	.15						-.17			.16	.10	.15						
110	TOTAL ENGAGEMENT	.22						-.21			.17	.11	.19						
111	TOTAL AID/ADVICE	.19						-.25			.16	.12	.21			.14			
112	TOTAL COPING EFF.	.22						-.18		.16	.26	.17	.20			.15		.19	
219	TOTAL STANCE					.17													
220	TOTAL ENGAGEMENT			-.14	-.14			.14		-.15					-.15				
221	TOTAL INITIATION			-.14	-.16														-.16
222	TOTAL AID/ADVICE				-.15					-.14								-.15	
223	TOTAL SOLVER						-.16												
224	TOTAL IMPLEMENTATION			-.14	-.16		-.19												
225	TOTAL OUTCOME			-.18	-.16		-.22				.18								
226	TOTAL EVAL. OF OUTCOME						-.15												
227	TOTAL COPING EFF.			-.17	-.17		-.17											-.14	
232	TOTAL INSTRUMENTALITY				-.14			.15								-.16			

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-SATIS		20 OCC.VAL. INTEL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT				-.19		-.25				.21		.21						
38	AUTHORITY	.15	.15								.19	.14							
39	AGGRESSION		.24								.19	.17				.15		.18	
40	INTERPERSONAL RELATIONS	.16	.17										.17	-.14		.17			
41	ANXIETY	.20					-.17						.15						
42	TOTAL SAI SCORE	.17	.19				-.19				.21	.15	.19					.14	

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

	V#1	14 OCC.VAL. ALTRUISM 14	15 OCC.VAL. ESTHETICS 14	16 OCC.VAL. INDEP. 14	17 OCC.VAL. MANAGEMENT 14	19 OCC.VAL. SELF-SATIS 14	20 OCC.VAL. INTEL.STIM 14	21 OCC.VAL. CREATIVITY 14	27 OCC.VAL. VARIETY 14	29 OCC.VAL. INTRINSIC 14
43	LOCUS OF CONTROL, ACADEMIC			.18	-.14					
44	LOCUS OF CONT. ACTION -								-.20	
45	INACTION		-.14							-.14
46	IMMEDIATE - DELAYED									
47	RATE OF ACTION									-.15
48	INTRINSIC - EXTRINSIC									
49	TASK ACH. - IPR		-.17	-.22			-.20			
50	COMPETITION - CO-OPERATION	-.19								
51	INDEPENDENT - INTERDEPENDENT		.16	.24		-.18				
52	EARNED STATUS - ASCRIBED STATUS	.15					.16		.22	.21
53	CONFRONT - AVOID									.16
54	SELF-INITI. OTHER INITI.			.15						
55	SELF SOLVER - OTHER SOLVER									
56	SELF-JOINT IMPLEMENTATION				.19					
58	INSTRUMENT - FANTASY		-.20							
59	CONT./EXPRESS-IVITY & ACCEPT. ACT./PASS.		-.23	-.27						-.30
60	UNDER STRESS POS./NEG.									
61	SELF-CONCEPT VIEW OF				.23					
62	LIFE TOTAL	.20								
63	SCORE									

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-SATIS		20 OCC.VAL. INTEL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
229	TOTAL STORY POS. AFFECT		.15			-.16													
116	TOTAL SENT. POS. AFFECT						.15												

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-SATIS		20 OCC.VAL. INTEL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 OCC.VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
113	SENTENCE TOTAL HOSTILE	-.14	-.23							-.17	-.18				.17	-.17		-.14	
114	SENTENCE TOTAL DEPRESSIVE	.15	.16												-.15				
116	TOTAL STORY NEGATIVE AFF.	.15	.20																

FIGURE 3

RICHARD TAFFEL'S CONTINUED CORRELATIONS - STAGE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. SIT.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE	.18															
	TOTAL																
220	ENGAGEMENT	.17															
	TOTAL				.14												.16
221	INITIATION																
	TOTAL															.15	
222	AID/ADVICE	.14															
	TOTAL		.15														
223	SOLVER																
	TOTAL																
224	IMPLEMENTATION																
	TOTAL				.16												
225	OUTCOME																
	TOTAL EVAL.																
226	OF OUTCOME																
	TOTAL															.14	
227	COPING EFF.																
	TOTAL																
232	INSTRUMENTALITY																
	SENT. TOTAL											.14					
108	ATTITUDE																
	TOTAL			.14													
109	STANCE																
	TOTAL																
110	ENGAGEMENT																
	TOTAL																
111	AID/ ADVICE																
	TOTAL						-.14		-.14		-.16						-.19
112	COPING EFF.												.10				

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. SIT.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
	SAI GOOD COP. MEASURES	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVE.		.19		.17												
38	AUTHORITY				.16				-.16					-.15			
39	AGGRESSION								-.28							-.18	
40	INTERPERSONAL RELATIONS						-.15		-.18								
41	ANXIETY									-.15							
	TOTAL								-.21							-.14	
42	SAI																

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures

	V#1	18 OCC.VAL. SUCCESS 14	22 OCC.VAL. SECURITY 14	23 OCC.VAL. PRESTIGE 14	24 OCC.VAL. ECON. RET. 14	25 OCC.VAL. SURROUND. 14	26 OCC.VAL. ASSOCIATES 14	28 OCC.VAL. FOL.FATHER 14	30 OCC.VAL. EXTRINSIC 14
43	LOCUS OF CONTROL	-.18							
44	ACADEMIC LOCUS OF CONT.					-.15	-.14	.24	
45	ACTION - INACTION		.16						.14
46	IMMEDIATE - DELAYED							.14	
47	RATE OF ACTION			.18	.18				.15
48	INTRINSIC - EXTRINSIC							.19	
49	TASK ACH. - IPR	.25				-.16	-.27		
50	COMPETITION - CO-OPERATION								
51	INDEPENDENT - INTERDEPENDENT								
52	EARNED STATUS - BESTOWED STATUS	-.19					.17	-.19	-.21
53	CONFRONT - AVOID				-.28				-.16
54	SELF-INITI. OTHER INITI.						-.17		
55	SELF SOLVER - OTHER SOLVER								
56	SELF-JOINT IMPLEMENTATION	-.16		.18			-.19		
58	INSTRUMENT - FANTASY	.21	.18						
59	CONT./EXPRESS-IVITY & ACCEPT.	.20	.20		.14				.30
60	ACT./PASS. UNDER STRESS						.15		
61	POS./NEG. SELF-CONCEPT								
62	VIEW OF LIFE								
63	TOTAL SCORE					-.14	-.14		

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC.VAL. SUCCESS 10 14	22 OCC.VAL. SECURITY 10 14	23 OCC.VAL. PRESTIGE 10 14	24 OCC.VAL. ECON. RET. 10 14	25 OCC.VAL. SURROUND. 10 14	26 OCC.VAL. ASSOCIATES 10 14	28 OCC.VAL. FOL.FATHER 10 14	30 OCC.VAL. EXTRINSIC 10 14
	STORY TOTAL								
229	POS. AFFECT								
	SENTENCE TOTAL								
116	POS. AFFECT	-.14							

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect Measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC.VAL. SUCCESS 10 14	22 OCC.VAL. SECURITY 10 14	23 OCC.VAL. PRESTIGE 10 14	24 OCC.VAL. ECON. RET. 10 14	25 OCC.VAL. SURROUND. 10 14	26 OCC.VAL. ASSOCIATES 10 14	28 OCC.VAL. FOL.FATHER 10 14	30 OCC.VAL. EXTRINSIC 10 14
	TOTAL			.18	.21		-.22	.18	.14
113	HOSTILE								
	TOTAL		-.14						
114	DEPRESSIVE								
	TOTAL STORY			-.17					
230	NEGATIVE AFFECT	-.28							

FIGURE X

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OBSERVE		226 TOTAL EVAL./MTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
OCC. INT. OCCUPATIONAL 31* ASPIRATION										.14		.21						.16		.16
OCCUPATIONAL 32* EXPECTATION																				
EDUCATIONAL 36* ASPIRATION				.16								.15								

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION	.16	-.15								
OCCUPATIONAL 32* EXPECTATION		-.14	-.18			-.16	-.15	-.19		-.22
EDUCATIONAL 36* ASPIRATION			-.17				-.15		-.15	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures.

	37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION		-.16	-.16									
OCCUPATIONAL 32* EXPECTATION		-.20				-.16		-.15		-.16		-.20
EDUCATIONAL 36* ASPIRATION												

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and ivce versa.

FIGURE 3

DETAILED TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

		31* OCC.ASP.	32* OCC.INT. OCC.INT.	36* OCC.INT. ED. ASP.
	V61	14	14	14
43	LOCUS OF CONTROL ACADEMIC			
44	LOCUS OF CONT. ACTION -			
45	INACTION IMMEDIATE -			
46	DELAYED RATE OF		-.18	
47	ACTION INTRINSIC -			
48	EXTRINSIC TASK ACH. -		-.18	-.14
49	IPR COMPETITION -			
50	CO-OPERATION INDEPENDENT -	.15	.29	.23
51	INTERDEPENDENT EARNED STATUS -			
52	DESTINED STATUS CONFRONT -			
53	AVOID SELF-INITI.			-.17
54	OTHER INITI. SELF SOLVER -		-.18	
55	OTHER SOLVER SELF-JOINT		.14	
56	IMPLEMENTATION INSTRUMENT -			
58	FANTASY CONT./EXPRESS-			
59	IVITY & ACCEPT. ACT./PASS.			.14
60	UNDER STRESS POS./NEG.			
61	SELF-CONCEPT VIEW OF			
62	LIFE TOTAL			
63	SCORE			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		229 STORY TOT. POS. AFF.		116 SENT.TOT. POS.AFF.	
		10	14	10	14
31*	OCCUPATIONAL ASPIRATION				
32*	OCCUPATIONAL EXPECTATION				
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILITY		114 TOTAL DEPRESSIVE		230 TOTAL STORY N.A.	
		10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION						-.14
32*	OCCUPATIONAL EXPECTATION		.21				
36*	EDUCATIONAL ASPIRATION			.15		-.17	-.17

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement BRS

VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC.VAL. AUTONOM.		15 OCC.VAL. ESTHETICS		16 OCC.VAL. ALTRUISM		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-CATLS		20 OCC.VAL. INTELL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 OCC.VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH		.14				.20					.20	.14						.19
3	ACHIEVEMENT READING			-.17		.14	.17					.18							
4	ACHIEVEMENT G.P.A.						.20					.14	.21				.19		.22
5	BRS TASK ACHIEVE.										.25	.15						.15	
6	BRS AUTHORITY								.15									.15	
7	BRS IPR									.16									
8	BRS IMPLEMENT.										.26							.14	
9	BRS SELF-ASSERT.								.14										
10	BRS INITIATION		.14							.15	.22								
11	BRS SOLVER						.17												
12	BRS AGGRESSION		.17									.16					.24	.15	.19
13	BRS ANXIETY		-.16						.14										

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH					-.15	-.21			-.15	-.15						-.19
3	ACHIEVEMENT READING					-.15											
4	ACHIEVEMENT G.P.A.						-.16										-.22
5	BRS TASK ACHIEVE.								-.14	-.17						-.15	
6	BRS AUTHORITY	-.14		.14				-.18								-.15	
7	BRS IPR			.15													
8	BRS IMPLEMENT.								-.15	-.18						-.14	
9	BRS SELF-ASSERT.												-.18				
10	BRS INITIATION								-.14	-.19							
11	BRS SOLVER									-.23		-.15					
12	BRS AGGRESSION								-.18							-.15	-.18
13	BRS ANXIETY						.16					-.14	-.19				

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC.VAL. OCC.ASP.		32* OCC.VAL. OCC.EXP.		36* OCC.VAL. ED. ASP.	
		10	14	10	14	10	14
2	ACHIEVEMENT MATH	-.36	-.32	-.35	-.37	-.44	-.52
3	ACHIEVEMENT READING	-.41	-.28	-.37	-.35	-.46	-.47
4	ACHIEVEMENT G.P.A.	-.30	-.26	-.35	-.35	-.39	-.44
5	BRS TASK ACHIEVE.	-.15			-.18	-.21	-.17
6	BRS AUTHORITY						-.19
7	BRS IPR						
8	BRS IMPLEMENTATION				-.22		-.17
9	BRS SELF-ASSERTION						
10	BRS INITIATION				-.15		-.15
11	BRS SOLVER	-.29		-.23		-.32	-.15
12	BRS AGGRESSION						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

FINDINGS AND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 69: There will be negative relationships between the Occupational Interest discrepancy score and the Criterion measures

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS

VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. / ASP./ASP.		35 OCC. INT. / OCC./A.P.	
		10	14	10	14
	ACHIEVEMENT				
2	MATH				-.16
	ACHIEVEMENT				
3	READING				
	ACHIEVEMENT				
4	G.P.A.	-.15	-.16		
	BRS				
5	TASK ACHIEVE.				
	BRS				
6	AUTHORITY				
	BRS				
7	IPR				
	BRS				
8	IMPLEMENTATION				
	BRS				
9	SELF-ASSERTION				
	BRS				
10	INITIATION				
	BRS				
11	SOLVER				
	BRS				
12	AGGRESSION				
	BRS				
13	ANXIETY				

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement - BRS

VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH	.29		.27		.21		.20		.26		.32	
	ACHIEVEMENT												
3	READING	.19		.16					.17	.18	.14	.17	
	ACHIEVEMENT												
4	G.P.A.	.32		.17						.18	.15	.22	
	BRS												
5	TASK ACHIEVE.		.22		.15		.16		.18				.21
	BRS												
6	AUTHORITY	.16		.15		.19		.14	.14			.20	.16
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION	.15	.17		.17	.14			.14			.15	.18
	BRS												
9	SELF-ASSERTION			.16				.20				.17	
	BRS												
10	INITIATION	.17	.22	.15	.20		.21		.20			.17	.24
	BRS												
11	SOLVER	.20	-.17							.15		.16	
	BRS												
12	AGGRESSION	.17				.16						.17	
	BRS												
13	ANXIETY		-.39		-.19		-.20	.16	-.14	.14			-.27

FIGURE 3

INTERCORRELATIONS OF SELECTED VARIABLES - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS

VARIABLES: Views of Life - Achievement BRS

	V61	2 ACHIEV. MATH 14	3 ACHIEV. READING 14	4 ACHIEV. G.P.A. 14	5 BRS TASK ACH 14	6 BRS AUTH. 14	7 BRS IPR 14	8 BRS IMPLE. 14	9 BRS SELF-ASS. 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS AGGRESS. 14	13 BRS ANXIETY 14
43	LOCUS OF CONTROL ACADEMIC												
44	LOCUS OF CONT. ACTION -			-.23									
45	INACTION IMMEDIATE -												
46	DELAYED RATE OF											-.14	
47	ACTION INTRINSIC -												
48	EXTRINSIC TASK ACH. -		.17								-.18		
49	IPR COMPETITION -	-.15											
50	CO-OPERATION INDEPENDENT -	-.21		-.14								-.14	
51	INTERDEPENDENT EARNED STATUS -			.22		-.19				-.21			.18
52	BESTOWED STATUS CONFRONT -	.17		.17									-.16
53	AVOID SELF-INITI.		.14			.22							
54	OTHER INITI. SELF SOLVER					.14							
55	OTHER SOLVER SELF-JOINT												
56	IMPLEMENTATION INSTRUMENT -					.14		.21					
58	FANTASY CONT./EXPRESS-												
59	IVITY & ACCEPT. ACT./PASS.	-.16	-.17				-.18		-.13		-.20		-.14
60	UNDER STRESS POS./NEG.	.20					.14				.14		
61	SELF-CONCEPT VIEW OF	-.17	-.15										.16
62	LIFE TOTAL												-.23
63	SCORE					.14						-.19	

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS

VARIABLES: Stance x Criterion measures

		100 STANCE AGGRESSION		63 STANCE AUTHORITY		92 STANCE ANXIETY		74 STANCE IPR		65 STANCE TASK ACH.		109 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH			.33						.22	.15	.27	
3	ACHIEVEMENT READING			.25	.16					.21	.17	.26	
4	ACHIEVEMENT G.P.A.			.22				.16		.26		.27	
5	BRS TASK ACH.			.14					.15		.14		.16
6	BRS AUTHORITY												.14
7	BRS IPR												
8	BRS IMPLEMENTATION				.14								.14
9	BRS SELF-ASSERTION												
10	BRS INITIATION		-.14					.14					
11	BRS SOLVER							.17		.16		.19	
12	BRS AGGRESSION												
13	BRS ANXIETY		.13								-.23		

FIGURE 4

PROFILE TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT ACCRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		72 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH			.19				.16	.20	.14		.21	
	ACHIEVEMENT												
3	READING	-.17		.15						.15	.16		
	ACHIEVEMENT												
4	G.P.A.							.17	.20	.18		.15	
	BRS												
5	TASK ACHIEVE.				.22			.17					.14
	BRS												
6	AUTHORITY							.21				.16	
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION				.18			.19				.16	
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION				.15		-.14	.26				.21	
	BRS												
11	SOLVER							.17					
	BRS												
12	AGGRESSION							.15					
	BRS												
13	ANXIETY					-.15					-.15		

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH			.27				.17	.19	.16	.14	.27	
	ACHIEVEMENT												
3	READING	-.16		.19	.16					.15	.15	.18	.14
	ACHIEVEMENT												
4	G.P.A.							.20	.19	.20		.22	
	BRS												
5	TASK ACHIEVE.				.21			.21				.16	.14
	BRS												
6	AUTHORITY			.14				.22				.18	
	BRS												
7	IPR		-.14									.14	
	BRS												
8	IMPLEMENTATION				.19			.22				.19	
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION				.15		-.20	.26				.20	
	BRS												
11	SOLVER							.17				.15	
	BRS												
12	AGGRESSION							.17					
	BRS												
13	ANXIETY					-.19					-.17		-.16

FIGURE 3

FIELD-D TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP.EFF. AGGRESSION		86 COP.EFF. AUTHORITY		95 COP.EFF. ANXIETY		77 COP.EFF. IPR		68 COP.EFF. TASK ACH.		112 COP.EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH			.22		.16		.20	.29	.24	.16	.29	.23
	ACHIEVEMENT												
3	READING			.21	.14				.15	.27	.19	.19	.19
	ACHIEVEMENT												
4	G.P.A.							.15	.20	.28		.17	
	BRS												
5	TASK ACH.				.16						.17		.20
	BRS												
6	AUTHORITY	.16				.14		.17				.19	
	BRS												
7	IPR	.16											
	BRS												
8	IMPLEMENTATION		.15		.17	.14		.17				.18	.18
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION							.23		.14		.24	
	BRS												
11	SOLVER								-.14	.19			
	BRS												
12	AGGRESSION				.14					.14			
	BRS												
13	ANXIETY										-.18		-.14

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.		108 ATTITUDE TOTAL	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH								.23		.19
	ACHIEVEMENT										
3	READING			-.20	.17			-.15	.19		.18
	ACHIEVEMENT										
4	G.P.A.										
	BRS										
5	TASK ACH.		.26								
	BRS										
6	AUTHORITY	.16	.16						.14	.14	
	BRS										
7	IPR										
	BRS										
8	IMPLEMENTATION		.26								
	BRS										
9	SELF-ASSERTION										
	BRS										
10	INITIATION		.24								
	BRS										
11	SOLVER										
	BRS										
12	AGGRESSION		.18		.17						
	BRS										
13	ANXIETY		-.17								-.16

FIGURE 3

ENCLOSED TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH						.21					.14	.16
	ACHIEVEMENT												
3	READING												
	ACHIEVEMENT												
4	G.P.A.												
	BRS												
5	TASK ACH.											.15	
	BRS												
6	AUTHORITY							.16					
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION							.15					
	BRS												
10	INITIATION												
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION			.19									
	BRS												
13	ANXIETY				.17								

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						
	DEPRESSIVE						
105	AGGRESSION						
	HOSTILE						
87	AUTHORITY						
	DEPRESSIVE						
88	AUTHORITY			-.21		-.20	
	HOSTILE						
96	ANXIETY		-.18				
	DEPRESSIVE						
97	ANXIETY						
	HOSTILE						
78	IPR	-.15	-.22				-.18
	DEPRESSIVE						
79	IPR						
	HOSTILE						
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE		-.16				
	TOTAL						
114	DEPRESSIVE			-.16			

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion x BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS HOSTILE AFFECT		6 BRS ANXIETY		7 BRS IPR		8 BRS IMPLEMENTATION		9 BRS SELF-ASSERTION		10 BRS INITIATION		11 BRS SOLVER		12 BRS AGGRESSION		13 BRS ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	HOSTILE																		
104	AGGRESSION			-.17			.16				.18	-.14				-.16			.17
	DEPRESSIVE															.18			
105	AGGRESSION																		
	HOSTILE																	.15	
87	AUTHORITY								-.14										
	DEPRESSIVE																		
88	AUTHORITY		.14					.17	.20			.17	.27						
	HOSTILE																		
96	ANXIETY			-.17								-.15	-.14		.17		-.18		
	DEPRESSIVE																		
97	ANXIETY																		
	HOSTILE																		
78	IPR			-.15								-.17			.17				
	DEPRESSIVE																		
79	IPR			.14															
	HOSTILE																		
69	TASK ACH.																		
	DEPRESSIVE																		
70	TASK ACH.																		
	TOTAL																		
113	HOSTILE		-.15	-.20				-.14	-.16			-.21			.15	-.16	-.17		.16
	TOTAL																		
114	DEPRESSIVE											.16	.17			.18			

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.17															
	ACHIEVEMENT															.18	
3	READING																
	ACHIEVEMENT																
4	G.P.A.		-.19					.14					.16			.15	
	BRS																
5	TASK ACH.												.15				
	BRS																
6	AUTHORITY														-.14		
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER				-.22												
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY												-.14	-.14			

FIGURE 3

GRAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		150 Story 1 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT												-.19				-.16
3	READING ACHIEVEMENT												-.17				
4	G.P.A. BRS			.14													
5	TASK ACH. BRS							.15									
6	AUTHORITY BRS													.16			
7	IPR BRS									-.14	.19	-.15	.15				.20
8	IMPLEMENTATION BRS							.18					.14				
9	SELF-ASSERTION BRS	-.16					.14										
10	INITIATION BRS												.18				
11	SOLVER BRS							.17					.14				
12	AGGRESSION BRS						-.16										
13	ANXIETY							.14									

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Initiation x Criterion measures

		151 Story 2 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT															.15	
4	G.P.A. BRS			.22												.16	
5	TASK ACH. BRS																
6	AUTHORITY BRS											-.15					
7	IPR BRS								.14		.16						.16
8	IMPLEMENTATION BRS							.15									
9	SELF-ASSERTION BRS	-.15							-.16								
10	INITIATION BRS												.14				
11	SOLVER BRS							.14									
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 82: There will be a positive relationship between the criterion measures and the story completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-SRS

VARIABLES: All Scales x Criterion measures

		152 Story 1 ACCEPTANCE		160 Story 5 AUTHORITY		166 Story 4 ANXIETY		196 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - IA		208 Story 7 SA - IA		222 TOTAL ASSERTIVE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH					-.17											
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT														-.14		
4	G.P.A.						-.15										
	SRS																
5	TASK ACH.																
	SRS											-.15				-.15	
6	AUTHORITY					-.15											
	SRS										.17	-.14					.17
7	IPR												.15				
	SRS															-.15	
8	IMPLEMENTATION																
	SRS												.14				
9	SELF-ASSERTION	-.17															
	SRS																
10	INITIATION																
	SRS							.15									
11	SOLVER																
	SRS																
12	AGGRESSION																
	SRS																
13	ANXIETY																

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-SRS

VARIABLES: Solver x Criterion measures

		153 Story 3 ACCEPTANCE		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - IA		209 Story 7 SA - IA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT														-.13		
3	READING																
	ACHIEVEMENT																
4	G.P.A.																
	SRS																
5	TASK ACH.																
	SRS											-.20					
6	AUTHORITY																
	SRS											-.20				-.15	.17
7	IPR																
	SRS																
8	IMPLEMENTATION																
	SRS																
9	SELF-ASSERTION																
	SRS																
10	INITIATION																
	SRS											-.15					
11	SOLVER																
	SRS											-.16					
12	AGGRESSION																
	SRS																
13	ANXIETY			-.16													

FIGURE 5

FOLLAND TABLES OF BIVARIATE CORRELATIONS - STAGE III

HYPOTHESIS #4: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Implementation x Criterion measures

		154 Story 1 ACCEPTANCE		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING		.16														
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY											-.17					
	BRS																
7	IPR											-.18					.14
	BRS																
8	IMPLEMENTATION																
	BAS																
9	SELF-ASSERTION																
	BAS																
10	INITIATION													.14			
	BRS																
11	SOLVER																
	BAS																
12	ACCEPTANCE																
	BAS																
13	ANXIETY																

HYPOTHESIS #5: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Outcome x Criterion measures

		155 Story 1 ACCEPTANCE		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH						-.14										
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.				.15				.15								
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR		.14									-.20					
	BAS																
8	IMPLEMENTATION								.16								
	BAS																
9	SELF-ASSERTION												.17				.14
	BAS																
10	INITIATION								.18								
	BRS																
11	SOLVER																
	BAS																
12	ACCEPTANCE																
	BAS																
13	ANXIETY																

TABLE 3

DETAILED TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL.OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH						-.16										
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.						-.20										
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY			.14													
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION							.15									
	BRS																
9	SELF-ASSERTION		-.14														
	BRS																
10	INITIATION			.15													
	BRS																
11	SOLVER	-.22															
	BRS												.15				
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP.EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY											-.16					
	BRS											-.18					.17
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION	-.15															
	BRS												.14				
10	INITIATION																
	BRS							.15									
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

[illegible] OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			.17												.14	
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.			.20												.19	
	BRS																
5	TASK ACHIEVE.			.17													
	BRS																
6	AUTHORITY																
	BRS																
7	IPR			.14							.17						
	BRS																
8	IMPLEMENTATION							.15					.14				
	BRS																
9	SELF-ASSERTION	-.15															
	BRS																
10	INITIATION													.16			
	BRS																
11	SOLVER							.17									
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY							.19									

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A- TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING						-.16										
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR			.15													
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION	.16								.20			.14				
	BRS																
13	ANXIETY																

FIGURE 3

FOLLAND TABLE OF CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Negative Affect Hero, Criterion measures

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 SA - TA		230 NEG.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH				.23		.14			.15	.22		.15		.15		.29
	ACHIEVEMENT																
3	READING		.16		.22						.18				.16		.29
	ACHIEVEMENT																
4	G.P.A.										.17						
	BPS																
5	TASK ACH.			.16								.14				.15	
	BRS																
6	AUTHORITY			.15													
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION			.15	.14												
	BRS																
9	SELF-ASSERTION						.14										
	BRS																
10	INITIATION			.14	.15												
	BRS																
11	SOLVER										.16						
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SELF-CONCEPT					.73	.70	.72	.70
117									
	PARENT/CHILD INTERACTION					.41	.54	.45	.46
118									
	MOTHER INTERACTION	.73	.70	.41	.54			.38	.35
119									
	FATHER INTERACTION	.72	.70	.45	.46	.38	.35		
120									

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	AUTHORITY ATTITUDE	.21	.29		.15	.17	.32	.20	.22
82									
	AUTHORITY STANCE								
83									
	AUTHORITY ENGAGEMENT							.17	
84									
	AUTHORITY AID/ADVICE								
85									
	AUTHORITY COPING EFF.								
86									
	AUTHORITY POS. AFFECT				-.19	-.14			-.23
90									

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	AUTHORITY HOSTILE AFF.	-.14							
87									
	AUTHORITY DEPRESSIVE AFF.			.18					
88									

FIGURE 3

ENGLAND TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
108	ATTITUDE	.25	.28		.24	.20	.34	.19	.24
	TOTAL								
109	STANCE								
	TOTAL								
110	ENGAGEMENT	.15						.18	
	TOTAL								
111	AID/ADVICE							.15	
	TOTAL								
112	COPING EFF.						.16		
	TOTAL								
116	POS. AFFECT							-.15	

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
113	HOSTILE AFF.	-.16	-.14						
	TOTAL								
114	DEPRESSIVE AFF.								

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE								
177	STANCE		-.15					-.16	
178	ENGAGEMENT							-.16	
179	INITIATION							-.19	
180	AID/ADVICE								
181	SOLVER						.16		
182	IMPLEMENTATION		.15				.14		
183	OUTCOME EVALUATION		.16				.16		
184	OF OUTCOME COPING				-.19				
185	EFFECTIVENESS RESPONSE						.19		
186	LENGTH POSITIVE			.17	.19	.18			
187	AFFECT HERO					.14			
190	INSTRUMENTALITY							-.15	

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE NEGATIVE								
188	AFFECT HERO								

FIGURE 3

FINDLAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

	STORY FOUR	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	ANXIETY								
163	STANCE								
164	ENGAGEMENT				-.17				
165	INITIATION								
166	AID/ADVICE								
167	SOLVER								
168	IMPLEMENTATION								
169	OUTCOME EVALUATION								
170	OF OUTCOME								.15
	COPING								
171	EFFECTIVENESS								
	RESPONSE								
172	LENGTH				.20		.16		
	POSITIVE								
173	AFFECT HERO								.16
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

	STORY SIX	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	ANXIETY								
191	STANCE		-.17				-.19		
192	ENGAGEMENT							-.14	
193	INITIATION								
194	AID/ADVICE								
195	SOLVER	-.14							
196	IMPLEMENTATION	-.15						-.18	
197	OUTCOME EVALUATION							-.15	
198	OF OUTCOME								
	COPING								
199	EFFECTIVENESS							-.16	
	RESPONSE								
200	LENGTH					.16			
	POSITIVE								
201	AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY FOUR								
174	NEGATIVE AFF.					.16			
	STORY SIX								
202	NEGATIVE AFF.				.19		.15		

FIGURE 3

ENGLAND TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTALS								
219	STANCE		-.16						
220	ENGAGEMENT							-.15	
221	INITIATION								
222	AID/ADVICE								
223	SOLVER		.14						
224	IMPLEMENTATION								
225	OUTCOME EVALUATION		.17						
226	OF OUTCOME COPING								.14
227	EFFECTIVENESS RESPONSE								
228	LENGTH POSITIVE				.19	.17			
229	AFFECT HERO NEGATIVE				.14				.16
232	INSTRUMENTALITY								

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO				.22				.14

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SAI								
58	AUTHORITY		.22				.19		.18
	SAI TOTAL								
42	SCORE		.17				.23		

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT.	
		10	14
	OCC. VALUE FOLLOW		
28	FATHER		

FIGURE 1

HOLLAND TABLE OF SIGNIFICANT CORRELATIONS - TIME III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

	OCCUPATIONAL VALUES INVENTORY	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
14	ALTRUISM				.25				
15	ESTHETICS								
16	INDEPENDENCE	.15	-.14				-.15		
17	MANAGEMENT	-.20				-.14		-.15	
19	SELF-SATISFACTION	-.15	.17						
20	INTELLECTUAL STIMULATION								
21	CREATIVITY				-.16				
27	VARIETY								
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

	OCC. VALUES INV. EXTRINSIC	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
18	SUCCESS		.15						.17
22	SECURITY								
23	PRESTIGE	.19				.20			
24	ECONOMIC RETURNS								
25	SURROUNDINGS								
26	ASSOCIATES			.14	.16		.16		
28	FOLLOW FATHER			-.19					
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation - Child Aspiration

	OCC.INT. INV. FATHER'S OCC.	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
35	CHILD S ASP.		

FIGURE 3

ENGLAND FAMILY OF SIGNIFICANT CORRELATIONS - PHASE III

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life

VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total scores

		117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 14
	VIEWS OF LIFE				
43	LOCUS OF CONTROL ACADEMIC				
44	LOCUS OF CONT. ACTION -				
45	INACTION IMMEDIATE -				
46	DELAYED RATE OF				
47	ACTION INTRINSIC -				
48	EXTRINSIC TASK ACH. -				
49	IPR COMPETITION -				
50	CO-OPERATION INDEPENDENT -	-.14		-.16	
51	INTERDEPENDENT EARNED STATUS				
52	BESTOWED STATUS CONFRONT -				
53	AVOID SELF-INITI.				
54	OTHER INITI. SELF SOLVER				
55	OTHER SOLVER SELF-JOINT				
56	IMPLEMENTATION INSTRUMENT -				
58	FANTASY CONT./EXPRESS-				
59	IVITY & ACCEPT. ACT./PASS.				
60	UNDER STRESS POS./NEG.				
61	SELF-CONCEPT VIEW OF				
62	LIFE TOTAL				
63	SCORE				

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN								
2	MATH								
3	READING								
4	GRADE POINT AVERAGE	-.15						-.15	

FIGURE 3

INCLUDED TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	PEER BRS TOTAL POS. NOMINA.								
6	AUTHORITY								

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	PEER BRS TOTAL POSITIVE								
8	NOM. IMPLEMENT. TOTAL POSITIVE								
10	NOM. INITIATION TOTAL POSITIVE								
11	NOM. SOLVER								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

GERMANY (FRG)

APTITUDE AND ACHIEVEMENT

Introductory Remarks

As neither the two Mathematics-Tests (Metropolitan Achievement Test, IEA Math Test) nor the Reading-Test (Interamerican Test of Reading) had been standardized for German school situations, different achievement tests had to be used for the German sample compared to the other countries. That is why we used such instruments which guaranteed the best accomodation to the curricula of the ten- and fourteen-year-old German pupils.

All tests had been developed and standardized specially for the German population by the "Deutsches Institut fur Internationale Padagogische Forschung" in Frankfurt am Main, within the series "German School-Tests."

The "General School Achievement Test for pupils of the fourth grade" (AST 4) has been used with the ten-year-old pupils. The Reading Score consisted of the achievements in the vocabulary test and the Math Score of the achievements due to the three subtests mental arithmetics, numerical tasks and arithmetic reasoning.

Concerning the group of the fourteen-year-olds, the Reading Score had been measured by a short form of the test "Reading Comprehension" and the Math Score by the "Arithmetic Test for children of the eighth grade." Aptitude had been tested by Raven's Progressive Matrices. But this test could not be used in Hannover, so that the data refer only to the results of the 288 subjects of Heidelberg and Koblenz.

OCCUPATIONAL VALUES

Introduction

The German staff did not attend the international team before the winter 1967/1968. Thus, they could perform the Stage I program only with long delay and with a reduced sample in the sense of a pilot study for adapting the instruments to German pupils. For those reasons they have resigned to compare Stage I with Stage III data. The Stage III program was run in the winter 1968/1969. The whole sample of 432 German pupils, selected from the cities of Hannover, Mannheim, Heidelberg and Koblenz, is described in Volume I. The results are analyzed by the following Figures:

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

FIGURE 2
GERMANY - STAGE III
ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

Inter-Country Comparisons

Taken as a whole, the children of the German sample are ranking highest Intellectual Stimulation and Self-Satisfaction. These intrinsic values are followed by a group of middle preferences defined by Economic Returns, Altruism, Security, Creativity, Associates, Success and Variety. The German pupils are obviously at least concerned with Prestige, Surroundings, Independence, Esthetics, Follow Father and Management.

By these results the German sample does not differ from the main effects across all nations subsumed in the international research project -- with three exceptions: Altruism is scored only in the middle (and not the upper) group of preference, nice place of work (Surroundings) only in the lower groups. On the contrary Financial Returns are esteemed higher than by the average of all countries.

OCCUPATIONAL INTEREST INVENTORY

Introduction

As reported in the chapter "Occupational Values" the German team gives an analysis only about the results of Stage III, including the whole sample of 432 German pupils.

The results of the Group Comparisons Based on Analysis of Variance of Mean Scores verify very plainly and all around the presumed hypotheses. They do not include contradictions nor unexpected data.

Inter-Country Comparisons

Taken as a whole, the German sample showed a remarkably realistic level in aspirations and expectations. The average occupational status, aspired by wishes and expectations, lies at the bottom score in the range of the international sample. The very small discrepancy between aspirations and expectations -- in favor of the aspirations -- is likely to be connected with that fact.

These figures indicate also that the German pupils seem to show only a small degree of mobility above their father's actual occupational status.

The aspirations for school certification are framed to the vertically organized German educational system. (See Germany's Country Background Chapter in Volume I). Within this structure they vigorously diverge between the upper-lower class and the upper-middle class children. For, as reported, the first ones attend mostly "Hauptschulen," the latter "Realschulen" and "Gymnasium."

GERMANY TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Introduction

This report, written by Rolf Piquardt, is based on the results of the following instruments: Behavior Rating Scale, Social Attitudes Inventory, Sentence Completion, and Story Completion.

The report concerning the Demographic Questionnaire, the Occupational Interest Inventory, and the Occupational Values Inventory was written by Prof. Jaide and Barbara Hille (Hannover), the Aptitude and Achievement instruments were analyzed and commented by Lothar Quack (Heidelberg).

It must be pointed out that a comparison between findings in Stages I and III was not possible with the German data, since the number of children tested in Stage I was too small, and thus Stage I had to be considered as a pilot study.

"High scores" or "high ranks" usually mean ranks 1, 2, and 3, "low scores" or "low ranks" refer to ranks 6, 7, and 8, and with "middle range" is meant rank 4 and 5, sometimes the range from 3 to 6.

A "significant" difference means: the difference between two groups is significant on the .05 level, a "very significant" difference refers to a .01-level-difference.

Finally, a remark concerning the Sentence Completion instrument: on dimension "Positive Affect" nearly no variance was found, except for the behavior area "Anxiety." In the reports this dimension has therefore been very rarely referred to.

Concerning the interpretive comments, it must be pointed out that the Social Attitudes Inventory, the Sentence Completion instrument and the Story Completion instrument all allow to assess coping behavior, but each different aspects of it. Add to this that the Completion instruments are open ended tests, whereas the Social Attitudes Inventory only permits a choice between given alternatives.

Further, the coping indices are arrived at in a different way from the Sentence Completion and Story Completion. While the dimension scores for one behavior area are based upon a group of items with the Sentence Completion instrument (generally 3 and 4), each behavior area is represented by one item (except for "Anxiety": 2 items) with the Story Completion instrument, and thus, the dimension scores are derived from ratings based on one story.

From this follows that one had to be careful not to overinterpret similarities as well as dissimilarities between the instruments regarding one of our eight groups. This applies to comparisons of the type "dimension within one behavior area" as well as to comparisons of the type "dimension across all behavior areas."

A third point has to be taken into consideration when interpreting the results: the scores of one group are only meaningful when compared to those of the other seven groups of children. Rank values allow this comparison, but, if two groups do not differ significantly from each other -- and this is not the most frequent case -- we can only speak of tendencies in a certain direction.

As to the Behavior Rating Scales this instrument also allows the assessment of coping behavior, though as seen from outside, i.e., classmates. Here each item permits the assessment of either a coping style dimension or a behavior area, each being generally represented by one question. It seems unlikely to get much concordance between this instrument and the other three, simply because the scores partly reflect something different.

Behavior Rating Scales

With this instrument peer ratings were collected as to a number of statements, each of these covering a certain behavior area. Generally, it should be noted that no group of the eight groups of this sample differed significantly from any other one on any of the nine dimensions. It must be taken into account that rank differences give no measure of the distance between two scores, these being frequently minimally distant from each other, so that an interpretation would be senseless.

The first question and the corresponding statement concerned the area of Academic Task Achievement. Here this group gets rank 3, the meaning of which is that these boys are regarded by their classmates as relatively hard working children, relatively, because this statement can only be made in regard of the scores received by the other seven groups.

This same rank is received in Implementation, where the question was, "Who can be counted on to keep working at tasks until they are finished?," and on control of Aggression (Who is more likely to lose their temper when something happens they don't like?). On Self-Assertion (Who usually gets their own way with other students?), Solver (Who usually has the best ideas about what to do?), and Anxiety (Who worries the most about things?) these children ranked sixth. On the remaining three dimensions they got rank eight, by this having the lowest scores of all groups: on Authority (Who gets along best with teachers?), on Interpersonal Relations (Who gets along best with most of the other students?), and on Initiation (Who starts working at things that need to be done without being told?).

Social Attitudes Inventory

These children showed, except for the Task Achievement area, a rather poor coping behavior, especially in Anxiety-provoking situations, and situations where the relationship to Anxiety figures plays an important role. Significant differences to any of the other groups were not to be found.

Sentence Completion

Concerning the area of Task Achievement, these boys did not differ significantly from any of the other seven groups of children. It should be noted, however, that, in comparison to these, they did not readily engage in solution of a problem (like the ten-year-old upper-lower class girls), seek frequently aid or advice from others and show relatively little Hostile Affect before or during performing a task. In Coping Effectiveness they ranked sixth, in Stance fifth. Their Attitude toward Task Achievement was neither very positive nor negative, and they showed no stronger deviations from most of the other groups, what concerns Depressive Affect and Positive Affect.

The Interpersonal Relations were characterized by fairly poor coping behavior with these children. They ranked eighth in Coping Effectiveness and seventh on Engagement and differed very significantly as to these important coping indices from both age fourteen female groups. This same difference was found, if one regards aid and advice sought from other people. This group stood first in expressing Hostile Affect (the four ten-year-old groups took the first four places here), but also Positive Affect, and last in showing positive attitudes in interpersonal situations. This seems to correspond with their last place concerning Neutral Affect, the ten-year-old children having the last four rank positions here.

The scores reflecting children's handling of Authority problems were not significantly different from those of the other groups and ranged approximately in the middle. It is interesting that they were the only group that expressed Positive Affect here, though not substantially.

As to their behavior in Anxiety evoking situations these boys showed no significant deviations from the seven other groups and ranked no more than fourth (Engagement, Neutral Affect) in any of the nine dimensions, except in Hostile Affect (second). Generally, there seems to be the tendency for ten-year-old children to have the last four ranks, with very few exceptions, and except for Hostile Affect again.

While they confronted the Aggression problem, the children did not so readily engage in a solution, though it must be said that here they did not differ esentially from the other groups, except from the ten-year-old upper-lower class girls. In Coping Effectiveness they ranked fifth, indicating that an effective and generally accepted solution in situations where aggressive feelings within and outside oneself have to be handled are not so easy for them.

When scores are summed across all the relevant Sentence Completion items, this group ranked first and differed very significantly from fourteen-year-old upper-lower class girls on Hostile Affect. On Depressive Affect they ranked lower, the first four ranks, however, were, as with Hostile Affect, taken by the ten-year-old children. As to Neutral Affect, this whole group took the last four ranks. And the same is true for Stance, Engagement (except the ten-year-old upper-lower class girls), Aid/Advice and Coping Effectiveness, the ranks for this group of boys being fifth or sixth. It must be added here that lower ranks (e.g., 6,7,8) on Aid/Advice mean that the problem was solved with aid or advice. Their Attitude can be characterized as average, i.e., neither particularly positive nor negative, compared with the other groups.

On Interaction with Parents as well as on Self-Image these ten-year-old upper-lower class boys scored highest, not differing as much from their agemates as from the fourteen-year-old children who took the last four ranks in all four variables (Self-Image, Parent/Child Interaction, Mother/Child Interaction, Father/Child Interaction). What concerns the Interaction with both Father and Mother they differed very significantly from the fourteen-year-old upper-middle class boys, and as to Interaction with Mother, there also existed a very significant difference with the fourteen-year-old upper-middle class girls.

Story Completion

The Coping Effectiveness ratings for this group varied from rank 1 (Anxiety) to rank 8 (Classroom Authority) with a mean rank of 3 for all seven stories. However, they did not differ significantly from any other group.

The same was true for the Coping Style dimensions except for Engagement where they differed being first from the fourteen-year-old upper-middle class girls (very significantly) having rank 8. On Solver they

ranked first to third on all four stories with a mean of 2, whereas on the other dimensions the rank values were mostly 3, 4, or 5.

It should be mentioned that the only ranks 7 and 8 were for Story Five having to do with classroom Authority (dimensions Initiation, Aid/Advice, Implementation, and Outcome).

There was one interesting finding concerning the Response Length of stories: This group differed very significantly on all stories from the fourteen-year-old children, mostly from the fourteen-year-old upper-middle class girls (on stories involving IPR, peer Aggression, Anxiety, classroom Authority). The mean rank was 8 here.

They also received low scores (rank 8 on five stories and mean) on Negative Affect shown by the Hero and differed significantly and very significantly from the fourteen-year-old upper-middle class girls again (peer Aggression, classroom Authority, mean) and from the fourteen-year-old upper-lower class girls (Anxiety).

A bit the same picture shows when considering the affective behaviors by any person in the story: with ranks 7 (IPR), 8 (peer Aggression, Anxiety) these boys differed significantly from the fourteen-year-old upper-middle class girls.

On Positive Affect expressed by the Hero this group showed no significant deviations from the other groups, however, also here they scored on the lower half of the rank scale.

Interpretive Comments

This group showed rather few significant differences with the other seven groups in the four coping behavior assessing instruments. There was no significant difference with any of the ten-year-old groups. As for the ten-year-old upper-lower class girls one can thus say that their behavior distinguished them quite distinctly from the fourteen-year-olds as a group.

Though, in comparison to the other groups, they did not cope badly with aggression problems and were also judged by their agemates as generally controlling aggressive feelings. They displayed a lot of Hostile Affect, especially in the areas of Interpersonal Relations and Anxiety, for this latter area in contrast to all other ten-year-old groups.

Depressive Affect, on the other side, was not shown much by these boys, contrary to the ten-year-old girls of same socioeconomic status.

Their relationship with authority figures, especially with teachers, seems not to be too well, as judged by their classmates as well as stated by themselves in the projective instruments. On the other side, the interaction with their parents, particularly with their mother, was best of all groups, and distinguished them very significantly from both fourteen-year-old upper-middle class children who seemed to have a rather distant relation with their parents.

Further, their Interpersonal Relations as assessed by the Sentence Completion instrument, were determined by low engagement in conflict situations and poor solutions of such conflicts in terms of effectiveness. This difficulty in getting along well with others was confirmed by their classmates' statements. This does not mean, however, that they were independent in their decisions. Rather, they tended to seek aid and advice from other people when confronted with problems in the Interpersonal area, indicating that these children had not yet learned to cope both autonomously and effectively with these. Fitting into this picture were their relatively inadequate reactions in anxiety-provoking situations, compared with the other seven groups, as assessed by the Social Attitudes Inventory.

Best able to cope with interpersonal problems, on the other side, seem to be the fourteen-year-old girls, as well from the upper-lower as from the upper-middle status. This gives a hint at socialization practices in German families, according to which aggressive behavior with boys is more tolerated than with girls, insecurity as to where and when showing aggressive actions and feelings, however, is much bigger with boys. These findings are, moreover, confirmed by inspection of the other groups' data in the Interpersonal Relations and Aggression areas, as well as for affective behavior.

GERMANY TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Behavior Rating Scales

These girls are seen as getting along best with other students and as getting along relatively well with authority figures like teachers (rank 3). On Implementation, Initiation, and control of Aggression they ranked in the middle range (4-5), while for Academic Task Achievement (6.5), Anxiety (7.5= worry often about things), Self-Assertion (8) and Solver (8) they were rated much lower. Thus, they are a bit similar to the ten-year-old upper-lower class boys, who were also judged quite low by their classmates on a number of dimensions.

Social Attitudes Inventory

This group of girls can be characterized as not producing good coping responses, compared with all other groups. Only on IPR they ranked second highest together with two other groups (fourteen-year-olds). On

Authority and Aggression they stood lowest, on Task Achievement second lowest. There was a significant difference between these children and ten-year-old upper-middle class girls concerning the area of Authority.

Sentence Completion

For the Task Achievement scales this group of girls received rank scores of 1 (Attitude, Hostile Affect, Depressive Affect) as well as of 7 and 8 (Engagement, Aid/Advice, Neutral Affect). Only on Coping Effectiveness they took a middle position (rank 4). On Stance they scored again lower: sixth, indicating that they tend to avoid a problem rather than confronting it, in comparison to their agemates of the other three groups and the four fourteen-year-old groups.

Significant differences with other groups occurred on Aid/Advice sought from others (rank 8 = much Aid/Advice sought from others), on Depressive Affect (rank 1) and on Neutral Affect (rank 8), in the first case with the fourteen-year-old upper-middle class girls and in the second and latter one with the fourteen-year-old upper-lower class girls, all differences being very significant.

In the IPR area we found, except for Hostile (rank 3) and Depressive Affect (rank 1.5), ranks of 5 and 6. The only significant difference was on Depressive Affect, where these children scored first, whereas the fourteen-year-old upper-lower class males were eighth here.

Their Attitude toward Authority figures seems to be very positive (rank 1) and, though they scored sixth in Stance, they engaged readily in solution and gave quite good coping responses. On Hostile Affect they got lower scores, also on Neutral Affect, while on Depressive Affect they ranked second. As to Attitude, they differed very significantly from the fourteen-year-old upper-middle class boys, ranking eighth, and on Depressive Affect they differed very significantly from the fourteen-year-old upper-lower and upper-middle class boys, ranking seventh and eighth respectively.

In coping with Anxiety problems this group ranked third on Attitude and Engagement, on the other dimensions, except Depressive Affect (rank 1), they took positions on the lower end of the rank scale (5-7). Only on Depressive Affect we found a very significant difference with the fourteen-year-old upper-lower class boys who were lowest here.

When faced with problems dealing with Aggression within themselves and from outside these girls showed in their responses the highest Coping Effectiveness among all groups. Further, they engaged quickly in action, but also scored first on Aid/Advice. On Stance they ranked lower (3) and concerning the various forms of Affect they did not differ essentially from the remaining seven groups. For an interpretation one should note that on Engagement and Aid/Advice this group differed very

significantly from the fourteen-year-old upper-middle class females (Engagement) and the ten-year-old upper-middle class females (Aid/Advice), and on Coping Effectiveness significantly from the ten-year-old upper-middle class males.

Taking all relevant items into account, these girls had the highest score for Attitude, where they differed very significantly from the fourteen-year-old upper-middle class boys, and for Depressive Affect, where we found a very significant difference to the fourteen-year-old upper-lower class boys.

On Neutral Affect, on the other side, they ranked second lowest and differed very significantly from the fourteen-year-old upper-lower class boys here, too. All other dimensions showed lower scores (5-7), except for Engagement (3). Concerning Coping Effectiveness these girls had the highest score when compared with the three groups of same age, but they only ranked fifth in comparison to all groups.

On Self-Concept they were lowest, if only the four ten-year-old groups are considered, the three indices for Parent/Child Interaction yielded second lowest scores within the whole ten-year-old group; compared with all groups, however, they scored third.

Story Completion

Generally, one can say that this group differed very little from any of the other groups on any of the nine coping dimensions, so that only two significant differences occurred here. The remaining dimensions (Response Length, Affect, Instrumentality) showed at least five significant differences.

In terms of effectiveness, this group scored highest on peer Aggression, i.e., they handled best Aggression from within and from outside, when compared with the other seven groups. In this respect they differed significantly from the fourteen-year-old upper-lower class boys, who ranked eighth here. Their Coping Effectiveness in Anxiety-evoking situations, however, was quite low (ranks 7 and 8), and also in the Interpersonal area they seemed to have difficulties to give effective responses. For the rest of the behavior areas they scored in the middle range (ranks 3-5).

On Stance these children ranked highest in the areas of Academic Task Achievement (1), peer Aggression (2), and Nonacademic Task Achievement (1.5), while with I2R, classroom Authority and Anxiety they stood on the lower part of the rank scale (7). Their mean rank on Stance was 3.

What concerns Engagement in problem-solving actions they received scores in the middle range except for peer Aggression (rank 2) and Anxiety (rank 7).

The initiator of action in Anxiety-evoking situations was often another person, while solutions to problems with peers and authorities, like teachers, were generally self-initiated. The mean rank on Initiation was 2 indicating that actions were mostly self-initiated by these girls.

The latter result was also true for the dimension of Aid/Advice, where ranks varied from 2 (peer Aggression) to 5 (Anxiety). The dimensions "Solver," "Implementation" and "Outcome" showed a bit the same profile over all seven stories: high ranks for peer Aggression, low ones for Anxiety, middle ones for the rest of the behavior areas. While the mean ranks were 3, 5.5 and 6, they got a mean rank of 1 on Evaluation of Outcome. For Academic Task Achievement (significant difference to the ten-year-old upper-middle class girls), again peer Aggression and Anxiety they scored highest, but second lowest on Non-academic Task Achievement.

For the non-coping dimensions we found almost no higher scores, in comparison to the other groups. The response length of their stories was rather short than long, the number of instrumental acts toward problem solving was, except for the peer Aggression area, quite low, and the various forms of Affect ranked our children in middle positions. Only for the areas of Academic Task Achievement and IPR we registered relatively low scores on Positive Affect as well as on Negative Affect and Total Affect by Hero and Others.

Significant differences to other groups occurred on Response Length (rank 8 - very significantly different to the fourteen-year-old upper-lower girls ranking first in the Nonacademic Task Achievement area, as well as a significant difference -- these girls ranked sixth here -- to the fourteen-year-old upper-middle class females ranking third for Mean Response Length of all stories), on Positive Affect by Hero (rank 8 -- significant difference to the fourteen-year-old upper-middle class females ranking highest), on Total Affect by Hero and Others (rank 8 -- very significant difference to the fourteen-year-old upper-lower class girls ranking first), and on Instrumentality (rank 1 -- very significant difference to the fourteen-year-old upper-lower class males ranking last).

Interpretive Comments

Looking at the significant differences with other groups, we found again, as with the four ten-year-old groups, a fairly high number of differences with the fourteen-year-old groups. Generally, one can certainly conclude from that result that all these children showed a

behavior pattern that distinguished them quite clearly from older children. Particularly, the fourteen-year-old upper-lower class boys differed quite often from these girls, four times on Depressive Affect. This might indicate that Age and Sex were important variables as to the readiness to express depressive feelings for children of upper-lower socioeconomic status in Germany.

That result found a further confirmation if one considers the Coping Style and Coping Effectiveness indices in the Sentence Completion and Story Completion instruments for the Anxiety area as well as the corresponding judgments in the Behavior Rating Scales, though only in the form of tendencies: these girls seem to have difficulties to cope effectively with anxiety-provoking situations, do not readily engage in solutions and leave the initiation of an effective action toward a solution quite often to another person. This was validated by the judgment of their classmates, who rated them low for Self-Assertion and Solver, and believed that they worried often about things.

The relative low scores on Response Length, however, should not be interpreted as lacking initiative because of anxiety here, since a comparison between the ten-year-old children as a group and the fourteen-year-old children showed that the latter ones all had longer stories on an average. This only indicates that their skill in writing compositions was much more developed already. In Germany, much stress was laid upon dictations and correct orthography in "German" during the first five to six years in school, whereas writing compositions was learned later in the upper grades.

GERMANY TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Behavior Rating Scales

This group was rated quite good by their peers, considering all nine behavior dimensions. They had the highest scores on Academic Task Achievement, Implementation and Initiation. Further, they got along second best with teachers and third best with other students, and what concerns Self-Assertion and having fine ideas about what to do they ranked third.

Their handling of aggressive feelings was not seen differently from that of the first two groups, but they seemed to be less anxious as judged by their classmates (rank 3).

Social Attitudes Inventory

These boys stood highest as well as lowest what concerns their coping behavior as measured by this inventory, depending on the behavior area. Whereas they ranked eighth on IPR and seventh on Aggression, they took the first rank in the area of Anxiety. Their poor behavior as to IPR differed very significantly from that of the fourteen-year-old upper-lower girls, who stood first here.

Sentence Completion

Though these boys readily confronted problems in Task Achievement situations they only ranked fifth on Engagement. Their Attitude, however, toward such problems seemed to be quite positive (rank 2), and the way they tried to cope with these was highly effective (rank 2), compared to most of the other groups. They asked frequently for Aid/Advice from other people and took a middle position what concerns production of Affect.

In the area of IPR these boys did not do well. They ranked seventh in terms of facing up to the problems, eighth on Engagement and seventh on Coping Effectiveness. They sought the most of Aid/Advice from others of all groups, but were second highest in showing Hostile Affect here. On Engagement and Aid/Advice they differed very significantly from the fourteen-year-old upper-lower class girls, on Coping Effectiveness (very significantly) and Hostile Affect (significantly) from the fourteen-year-old upper-middle class girls.

In dealing with Authority this group ranked low on the three Coping Style dimensions (Stance: 7, Engagement: 6, Aid/Advice: 7.5) and on Coping Effectiveness: 7, where they differed significantly from the fourteen-year-old upper-lower class boys. Their Attitude seemed to be neither positive nore negative in comparison to the other groups, the same was true for Hostile Affect. On Depressive Affect, however, these boys differed significantly from the fourteen-year-old upper-lower class females, and on Neutral Affect from the fourteen-year-old upper-lower class males.

When faced with Anxiety problems these boys ranked on the lower end of the scale on almost all dimensions. On Coping Effectiveness they were even lowest and differed very significantly from the fourteen-year-old upper-middle class girls. The same was true for Hostile Affect, only in the reverse order. On Positive Affect, however, they ranked again eighth, and the mentioned subgroup ranked first. Only on Depressive Affect they had a middle position.

When it comes to dealing with Aggression within themselves and from outside, this group of boys showed rather avoidant than confronting behavior, compared with the other groups, moderate engagement but again poor coping in terms of effectiveness. On Hostile Affect they ranked fifth, together with the ten-year-old upper-lower class girls and the fourteen-year-old upper-lower class boys. A significant difference only showed up on Coping Effectiveness, where they ranked eighth and the ten-year-old upper-lower class girls ranked first.

Considering the Total Scores this group ranked eighth on four dimensions (Engagement, Aid/Advice, Coping Effectiveness, and Positive Affect), sixth on Stance and 3.5 on Attitude. On Hostile Affect they ranked

first, together with the ten-year-old upper-lower class males, on Depressive Affect they had a middle position (rank 3). On Coping Effectiveness, as well as on the two style dimensions, they differed very significantly from the fourteen-year-old upper-lower class girls, on Positive Affect from the fourteen-year-old upper-middle class girls.

Their Self-Image seems to be quite positive, in comparison to the other children, the same was true for Interaction with Mother. The Interaction with their Father was a bit less intensive, though not essentially.

Story Completion

With a mean rank of 2 these boys can be characterized as fairly effective copers, particularly in the behavior areas of Academic Task Achievement (1), IPR (1), and Nonacademic Task Achievement (1). While on Stance they scored lower (mean rank: 6), they ranked first on Aid/Advice, Solver, and Implementation, and second on Outcome. Further, it should be noted that this group ranked first on six coping dimensions in the area of Academic Task Achievement and on five coping dimensions (including Coping Effectiveness) in the area of Nonacademic Task Achievement. In the areas of Anxiety (Story Six) and peer Aggression, however, they had lower scores.

On the five remaining dimensions that measure non-coping aspects in their responses, these children ranked much lower, especially on Response Length (7th), Negative Affect of Hero (7th), and Total Affect (7th). On Response Length, where this group only ranked seventh and eighth, we found six very significant differences and one significant difference, all with fourteen-year-old children, who wrote much longer stories and therefore ranked first or second. On Mean Negative Affect this group differed significantly from the fourteen-year-old upper-lower class girls ranking second, on Negative Affect expressed in a Nonacademic Task Achievement situation they differed significantly from the fourteen-year-old upper-middle class girls ranking first here.

As for Coping Style dimensions we found five significant and two very significant differences with other groups. Most important were the three significant differences in the Task Achievement area on Initiation, Aid/Advice, and Solver, where this group ranked first and the fourteen-year-old upper-middle class girls ranked eighth. On Aid/Advice, when all seven stories were taken together, there was, in fact, a very significant difference between these two groups. In the IPR area there was a difference on Engagement: while these ten-year-old upper-middle class boys ranked second here, the fourteen-year-old boys with the same socio-economic status (SES) ranked seventh. A very significant difference was found on Evaluation of Outcome: the outcome of an Anxiety-provoking situation was valuated significantly worse by these children than by the fourteen-year-old upper-lower class girls ranking highest. The only

significant difference with a ten-year-old group was on Solver -- mean across all stories --: the ten-year-old upper-middle class girls ranked eighth here, whereas the group in question had the highest score.

Interpretive Comments

The data showed a lot of significant differences, these being with two exceptions, with fourteen-year-old groups, precisely with the fourteen-year-old females. In this they resembled a bit the ten-year-old girls with same socioeconomic status. Thus, one might interpret that the ten-year-old upper-middle class girls and boys did not differ from each other as much as the girls and boys of the same age but different socioeconomic status and, furthermore, that the ten-year-old upper-middle class children showed a coping behavior that differentiated them more from the girls of the older age-group than from any other group.

For the area of Academic Task Achievement we found a relatively high Coping Effectiveness of actions, for the areas of Aggression, Authority and Anxiety, however, the solving efforts were less effective.

What concerns the Interpersonal Relations, they seemed to be good copers, unless peer Aggression was involved. In the latter case the effectiveness of their actions was much lower. Their Coping Style varied, as generally with all groups, according to the behavior area, but one can say that they were the most active, i.e., high on the Coping Style dimensions, in the Academic and Nonacademic area, and got lower values in the Anxiety and peer Aggression areas.

Like the other ten-year-old male group these boys showed little Depressive Affect, contrary to both ten-year-old female groups, but more Hostile Affect.

They had a high Self-Image and a good relation with their parents, which, according to the fourteen-year-old upper-middle class boys' data, will probably change within the following four years of their life.

Their classmates' judgment lets appear this group as quite positive in every respect. Maybe these boys took leading positions within the class community because of qualities in the Task Achievement Area so that sort of a halo effect determined their peers' estimation.

GERMANY TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Behavior Rating Scales

These girls are regarded as usually having good ideas about what to do and were beaten here only by the fourteen-year-old upper-middle class females ranking first. Concerning the behavior dimensions of Self-Assertion, Authority and Academic Task Achievement they ranked in the

middle range, whereas on three dimensions this group got lower scores, compared with those of the other groups: IPR (7), Implementation (6), and Initiation (7).

On Aggression and Anxiety they also got low scores (ranking 8 and 7.5, respectively) indicating that these girls showed least control of Aggression within themselves, and worried much about things (together with the ten-year-old upper-lower class girls), as rated by other children.

Social Attitudes Inventory

This group of girls stands first or second in four of the five behavior areas measured by this instrument as concerns good coping behavior. Only in the area of IPR they ranked seventh, their Total Score including all areas, however, was highest. On Authority, where they ranked first, they showed a significant difference with ten-year-old upper-lower class girls being lowest in good coping behavior.

Sentence Completion

Of all groups these girls had the least Positive Attitude toward Task Achievement and showed the least Positive Affect when confronted with such problems. Concerning Stance and Engagement they ranked in the middle (4), they seldom asked for Aid/Advice, and showed a coping behavior the effectiveness of which was neither high nor extremely low, compared to the other groups. On Hostile Affect they ranked third, on Depressive Affect second. The only significant difference was on Positive Affect, where they ranked lowest, while the fourteen-year-old upper-middle class females ranked highest here.

When it comes to coping with interpersonal problems, this group ranked eighth on Stance, i.e., these girls rather avoided problems in this area, on Engagement and Aid/Advice they ranked sixth, and their effectiveness score was also on the lower side of the rank scale (6).

On Depressive Affect they scored high, together with the ten-year-old upper-lower class girls (ranking 1.5) and differed significantly from the fourteen-year-old upper-lower class boys. This was the only significant difference among the groups.

While ranking surprisingly low on Stance (8) and Coping Effectiveness (8), their Attitude concerning problems in the Authority area seems quite positive (2), in comparison to the other groups. On Engagement these girls ranked in the middle range, on Aid/Advice they did not differ much from the other children. On Depressive Affect (1) and Hostile Affect (2.5), however, they ranked higher again.

While on Attitude these girls differed very significantly from the fourteen-year-old upper-middle class girls (rank 7) they differed significantly from the fourteen-year-old lower-middle class boys (rank 1) on Stance and from the fourteen-year-old upper-lower class girls (rank 1) very significantly on effectiveness. On Depressive Affect they also differed very significantly from the fourteen-year-old upper-middle class girls (rank 8).

In the area of Anxiety one can say without exaggerating that this group of girls was poorest of all groups what concerns coping behavior. Not only did they rank seventh on Coping Effectiveness, where they differed significantly from the fourteen-year-old upper-lower class females, but also on Engagement and eighth on Stance. Further, they asked most for Aid/Advice in Anxiety-provoking situations and showed the most negative attitude of all groups. On this latter aspect they differed very significantly from the fourteen-year-old upper-middle class girls, who seemed to develop a relatively positive attitude when confronted with such problems. Those ten-year-old girls were second on Depressive Affect and differed very significantly from the fourteen-year-old upper-middle class boys here.

When confronted with problems in the area of Aggression we also found a relatively poor coping behavior. This group did not readily confront problems, scoring seventh on Engagement and sixth on Coping Effectiveness. They sought often and readily Aid/Advice from other people in such situations and displayed a good deal of Hostile behavior.

In overall terms these children can be characterized as a poor coping group. Not only did they score low on Stance (8), Engagement (6.5) and Aid/Advice (7), but also on Coping Effectiveness (7). On Depressive Affect, on the other hand, they ranked high (2) and on Hostile Affect they were still above a theoretical mean (3). On Stance, Aid/Advice, and on Neutral Affect, where they scored seventh and eighth, there was a significant difference to the fourteen-year-old upper-lower class girls ranking first. Only on Depressive Affect they differed very significantly from the upper-middle class boys age fourteen, these ranking seventh.

Concerning Interaction with Parents the relationship with the father seems to be very positive (rank 1), the Interaction with the Mother was a bit less good, though still better than the fourteen-year-old groups. Their Self-Concept was rather positive than negative.

Story Completion

In terms of effectiveness of problem-solving behavior these girls ranked at the lower end of the average range and only one rank 3 as highest one in the IPR area. But also on the Coping Style dimensions we found no mean score ranked higher than 6.

Only on Story Two, which deals with IPR, this group scored higher, on Engagement and Initiation (both rank 1) even significantly higher than the fourteen-year-old upper-middle class girls, who ranked lowest here.

For the rest of the significant differences concerning the coping dimensions they ranked seventh and eighth: in the area of Anxiety, on Initiation they differed from the fourteen-year-old upper-lower class girls and on Evaluation of Outcome from the fourteen-year-old upper-middle class girls.

On this latter dimension they also differed significantly from the ten-year-old upper-lower class girls, but this time in the Academic Task Achievement area.

The only significant difference with a male group occurred on Solver: they had a mean-rank of eighth, whereas the ten-year-old upper-middle class males had the highest score of all groups here.

What concerns the non-coping dimensions, this group of girls scored lowest on Instrumentality, in the area of Nonacademic Task Achievement, and for all stories (mean) they differed significantly from the upper-lower class girls age fourteen ranking first here. Further, they differed significantly from this same group on Response Length of Story Two having to do with IPR.

Interpretive Comments

These girls can be characterized as a relatively poor coping group in all behavior areas, as measured by the two completion instruments and the Behavior Rating Scales, i.e., by their classmates' judgment. However, it cannot be denied that the Social Attitudes Inventory yielded much more favorable results for them; considering the total score including all behavior areas, they even ranked highest here.

One explanation for this finding might be that this instrument which gave already formulated responses, from which to choose two out of four, induced children to decide for socially desirable answers, whereas the projectives yielded "more real reactions," or, statistically spoken, reactions, the error-variance of which was much lower. Certainly, however, it had to be taken into account that the number of children given this test was smaller than that given the regular test battery so that the data had to be interpreted with caution, as mentioned above.

Turning to the significant differences,being again mainly with the older age-group of this study, we found these, as with the ten-year-old upper-lower class girls, three times for Depressive Affect. Considering that the four ten-year-old groups ranked from first to fourth on that dimension one can say that this whole age-group tended to show more depression in problem situations than the fourteen-year-olds, ten-year-old girls more than ten-year-old boys.

Further, it must be mentioned that the effectiveness of their actions, particularly in Anxiety-evoking situations and situations that have to do with the handling of Authority problems, distinguished them from most of the other groups, in a significant way from the fourteen-year-old upper-lower class girls.

GERMANY FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Behavior Rating Scales

This group ranks on most dimensions in the lower third of the scale. Only on Implementation and Solver these boys scored a bit higher. They seemed to be a bit more anxious than four of the other groups, while their control of Aggression did not function much worse than that of most of the other groups.

Social Attitudes Inventory

The rank scores for these children, when they were compared with the other seven groups of children, were 1.5 (Task Achievement), 1.5 (Authority), 3 (Aggression), 3 (IPR), and 7 (Anxiety). Their Total Score (rank 3) reflects their general standing: they are above average in coping behavior. A significant difference with any of the other groups does not exist.

Sentence Completion

These boys confronted problems in the area of Task Achievement quite readily and also engaged in action without hesitating or postponing the task. The effectiveness of their coping actions can be characterized as satisfactory, their independence from others' help distinguished them, as the other three groups of their age, from the whole ten-year-old group. Their Attitude toward Task Achievement problems, however, was quite negative, compared with that of most of the other groups. A significant difference on any of the dimensions to those was not found.

While ranking fourth in their Stance toward IPR and third in their action in engaging in solution, on Aid/Advice and also on Coping Effectiveness, they scored first on Attitude and were least on Depressive Affect. On that latter dimension they differed significantly from the ten-year-old upper-lower class girls. They also differed significantly on Neutral Affect (second highest) from the ten-year-old upper-middle class males (second lowest).

In dealing with Authority these boys were second effective in relation to the other groups. Though ranking first on Stance, they scored only fifth on Engagement in solution. On Depressive Affect in this area they were second lowest, on Hostile Affect third lowest as was the case for Attitude. On Aid/Advice they did not differ essentially from the other groups.

For Stance and Coping Effectiveness, however, we found significant differences with the ten-year-old upper-middle class girls, and on Depressive Affect with the ten-year-old upper-lower class girls.

When faced with Anxiety problems this group was not so ready to deal with them though their rank values were still in the middle range (4 and 5). On Depressive Affect these children ranked eighth and differed very significantly from the ten-year-old upper-lower class females. On Neutral Affect, on the other side, they scored highest, differing from the fourteen-year-old upper-middle class females.

A bit the same picture as for Anxiety showed up concerning the area of Aggression (rank 4 and 5). Only on Stance these children scored second lowest among the eight groups. No significant difference was found here.

Overall this group was ranked relatively high (rank 2) on all coping dimensions, including effectiveness. On Attitude, however, they ranked 5.5, together with the ten-year-old upper-lower class boys, on Hostile Affect they were second lowest and on Depressive Affect even lowest of all groups. On Aid/Advice they differed significantly from the ten-year-old upper-lower class girls.

Self-Concept and Parent/Child Interaction seem to be quite low (rank 7), the Interaction with the Father being still more positive (rank 5.5) than with the Mother (rank 7).

Story Completion

These fourteen-year-old children showed the least effective actions of all eight groups, when all seven stories were considered together in form of the mean rank value. Furthermore, they scored least on Coping Effectiveness in the areas of IPR and peer Aggression.

But also on the Coping Style dimensions ranks were not much higher (mostly 5-8), with a few exceptions: for the first "Anxiety Story" (Story Four) we found rank 1 on Aid/Advice, indicating that these boys solved such problems as offered in that story without help from others, and rank 2 on Initiation and Implementation also indicating a relative independence from other people.

The second exception was in the area of Nonacademic Task Achievement: on Engagement, as well as on Solver, this group scored highest, on Outcome they were second and on Initiation and Implementation third, of course, always in comparison to the other groups.

The most important significant differences to other groups manifested themselves in the area of peer Aggression, where these boys ranked eighth on Coping Effectiveness, Engagement, Initiation, and Aid/Advice, with these ranks differing very significantly from the fourteen-year-old upper-lower class girls, who on the latter three dimensions ranked first. On Coping Effectiveness, however, there was a significant difference to the ten-year-old upper-lower class girls, also ranking first here. And finally again, the fourteen-year-old upper-lower class girls differed significantly from the group in question: on Mean Coping Effectiveness, where these boys were lowest on the rank scale.

The non-coping dimensions yielded also ranks in the lower half of the scale. Three very significant differences with the fourteen-year-old upper-middle class girls were found for two Affect indices: while these scored first on Positive Affect of Hero (in the Anxiety Story Four and for Mean Positive Affect) as well as on Total Affect expressed by the Hero and Others in Story Seven, which deals with Nonacademic Task Achievement, the fourteen-year-old upper-lower class boys had the last rank here. The same was true for Instrumentality in the area of peer Aggression, where they differed significantly from the ten-year-old upper-lower class girls.

Interpretive Comments

It cannot be overlooked that these boys' data were the most difficult ones as to a satisfactory interpretation. The Sentence Completion Instrument and the Social Attitudes Inventory yielded results that did not correspond to those received by the Story Completion instrument and the Behavior Rating Scales. Whereas the first two gave quite a positive picture of this group's coping behavior, the other two instruments ranked them low in comparison with the other groups.

Since the two completion instruments showed almost concordant results with the seven other groups one should ask, which reasons might have been responsible for such different reactions.

That the Behavior Rating Scales yielded other results than the projective instruments was nothing astonishing, because one does not necessarily await that others judge people as they really behave. Reasons for errors in the Social Attitudes Inventory have already been mentioned above.

One possible explanation for the discrepant results might be sort of an aversion or avoidance toward writing stories, so that their low scores, except for the area of Nonacademic Task Achievement, reflected their negative attitude toward such tasks. This explanation was supported by the relative shortness of their stories,being shortest of all fourteen-year-old groups, and the small number of instrumental acts toward a solution of the problems involved in each story.

Further, the stories written by these boys contained a lot of "unrealistic" solutions as if they made fun of the Story Completion instrument. Thus, an interpretation of this group's usual behavior pattern in terms of Coping Style and Effectiveness appeared problematic as far as it is based on this instrument.

This result was supported by the Sentence Completion instrument for the Task Achievement area: they confronted problems and engaged in action but displayed a quite negative attitude toward these. They coped effectively, however, with interpersonal problems and got along well with Authorities. What concerns the areas of Anxiety and Aggression they were not so effective. In all behavior areas they showed a high independence from other people's aid or advice, and very little Depressive Affect. Their self-confidence, however, was not high, as with all fourteen-year-old groups, and the relationship with the parents was not without tensions, which finding was also in concordance with that of the other three groups of this age.

Their classmates judged this group of boys more negative on almost all behavior dimensions and in all behavior areas. It might be that something similar was responsible for that result as what was called the "halo effect" with the ten-year-old upper-middle class boys, only in the reverse way: because of low actual achievement in school they were generally judged more negatively than children who did better in school.

GERMANY FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Behavior Rating Scale

The most astonishing fact is that these girls seem, according to the rating of their classmates, to worry least about things and to stay calm when something happens they don't like. They further work second hardest at their lessons, start working at things that need to be done without being told and keep on working at tasks until they are finished. With teachers they did not get along so well, though not badly, if one believes the judgment of their peers in the class. Their IPR seem to be neither good nor bad, compared to those of the other groups, the same was true for Self-Assertion. At solving problems by proposing good ideas they were not so good and only ranked seventh.

Social Attitudes Inventory

These girls showed, in comparison to the other groups, a good coping behavior in the areas of Aggression and IPR, whereas on Task Achievement, Authority and Anxiety they ranked average. Concerning coping behavior in the area of Aggression, where they scored first, they differed very significantly from the ten-year-old upper-middle class boys.

Sentence Completion

Of all groups, these girls coped most effectively with Task Achievement, their Stance, Engagement and Coping Effectiveness being highest (rank 1). They did not often ask for Aid/Advice in Task Achievement problem situations, were lowest on Hostile Affect and Depressive Affect and highest on Neutral Affect. On these latter two dimensions they differed very significantly with the ten-year-old upper-lower class girls.

When it comes to coping in IPR these girls showed a similar pattern as with Task Achievement. They scored highest on Engagement, Aid/Advice and Coping Effectiveness and second highest on Stance. On Hostile Affect they scored lowest, on Depressive Affect rather low (rank 6.5), on Neutral Affect highest. Their Attitude seems rather negative, in comparison with that of most of the other groups (rank 6).

On Engagement and Aid/Advice these girls differed very significantly from the ten-year-old upper-middle class males, on Coping Effectiveness in this area of IPR very significantly from the ten-year-old upper-lower class males and again from this group on Neutral Affect.

In dealing with Authority problems this group also showed relatively high rank values in comparison to the other groups on the coping dimensions (Coping Effectiveness: rank 1) and low ones on Hostile and Depressive Affect and again a high one on Neutral Affect. On Coping Effectiveness they differed very significantly from the ten-year-old upper-middle class girls, on Depressive Affect significantly from the ten-year-old upper-middle class boys and on Neutral Affect very significantly from the ten-year-old upper-middle class girls scoring lowest here.

In the area of Anxiety we noted again high rank values on the coping dimensions, lower ones on Hostile Affect and Depressive Affect and an average one on Neutral Affect. Their Attitude can also be characterized as average, i.e., neither positive nor negative. What concerns the Engagement in problem-solving actions these girls differed significantly from the fourteen-year-old upper-middle class girls, as to Coping Effectiveness there was a significant difference with the ten-year-old upper-middle class girls.

When faced with Aggression within themselves, as well as from outside, these girls showed the least Positive and most Neutral Affect of all groups. They did not confront the problem immediately, but nevertheless engaged in action, showed very little need for Aid/Advice from other people and coped effectively (rank 2) with Aggression problems. There were no significant differences to any of the other groups on any dimension.

When Sentence Completion totals were looked at we found that this group of girls ranked first on all four coping dimensions (Stance, Engagement, Aid/Advice, Coping Effectiveness), lowest and second lowest on Hostile Affect and Attitude, third lowest on Depressive Affect and highest on Neutral Affect. On Engagement, Aid/Advice and Coping Effectiveness they differed very significantly from the ten-year-old upper-middle class boys, on Stance significantly from the ten-year-old upper-middle class girls, on Hostile Affect very significantly from the ten-year-old upper-lower class boys and on Neutral Affect very significantly from the ten-year-old upper-middle class girls.

Their Self-Concept was third lowest of all eight groups, their Interaction with Father and Mother was best among the fourteen-year-olds, but only fifth compared with all groups.

Story Completion

This group was outstanding through the high number of first ranks on all coping dimensions though not for all behavior areas.

On Coping Effectiveness they ranked first in the areas of classroom Authority and Anxiety (Story Six) as well as for the mean from all stories and second for IPR and Peer Aggression.

They showed the highest value on Stance in the areas of peer Aggression, Anxiety (Story Six) and for the mean; on Engagement in peer Aggression alone; on Initiation in peer Aggression, classroom Authority, Anxiety (Story Six), Nonacademic Task Achievement and for the mean; on Aid/Advice in IPR and peer Aggression. On Solver these girls scored relatively low, but on Implementation they scored again twice highest (in the areas of IPR and classroom Authority), on Outcome four times highest (IPR, classroom Authority, Anxiety, mean) and finally on Evaluation of Outcome three times highest (IPR, classroom Authority, Anxiety).

For the non-coping dimensions the picture looked a bit similar. Looking at the means we see four times rank 2 and once, on Instrumentality, rank 1. Generally, one can say, that on Response Length as well as on the various forms of Affect and on Instrumentality this group ranked in the upper third of the rank scale, with one exception only: on Instrumentality they scored lowest on Story Four dealing with Anxiety.

What concerns significant differences between the groups these children differed more frequently from their agemates on the coping dimensions, while on the non-coping dimensions there were only significant differences from the ten-year-olds. From the fourteen-year-old upper-lower class boys they differed three times very significantly: on Engagement, Initiation and Aid/Advice in the area of peer Aggression, where the boys ranked lowest, and once significantly on Coping Effectiveness for all seven stories taken together in the mean rank value. In

the area of Anxiety (Story Six) we found two significant differences with ten-year-olds: on Initiation, where the ten-year-old upper-middle class girls scored lowest and on Evaluation of Outcome, where the ten-year-old upper-middle class boys scored lowest, too. Finally, there was a very significant difference to fourteen-year-old girls with different SES: on Initiation these scored lowest, when all stories were considered together in form of the mean rank, while the girls in question scored highest here.

On Response Length we found six very significant and one significant difference with ten-year-old groups: four times (peer Aggression, classroom Authority, Anxiety, Mean) this group differed very significantly from the ten-year-old upper-middle class males, who scored seventh. Both on Negative Affect and Total Affect two significant differences with ten-year-old groups, who always ranked low here, showed up. On Instrumentality this group differed significantly from the ten-year-old upper-middle class females in the area of Nonacademic Task Achievement and for the mean rank.

Interpretive Comments

This group of girls showed a behavior pattern that can be called good coping in terms of effectiveness of actions toward a solution of problems in all five behavior areas. This general result found a confirmation through classmates' judgments, who only saw our group as not getting along so well with teachers as these girls believed themselves to do.

What concerns their coping style, the results indicated that they confronted readily problems, engaged in problem-solving efforts, were mostly the initiators of actions, were very independent from others' aid or advice, and kept on working until a solution of a problem or conflict had been found. Particularly in situations, where aggressive impulses had to be dominated and aggressive actions of peers had to be reacted to these children showed a highly effective behavior and a coping style that both distinguished them very significantly from the fourteen-year-old upper-lower class boys, i.e., of same socioeconomic status. This was a remarkable result, since we did not find anything similar with the upper-middle class children. Thus, the interpretation might be dared that sexes differ as to the effectiveness of actions as well as to the behavior pattern only in the upper-lower class, not the upper-middle class, because of different child rearing patterns about how to react in such situations in the two social classes. This difference was not found with the ten-year-old children, since the effects of these child-rearing practices showed up later in the development.

It is interesting within this context that the outcome of their problem-solving efforts was evaluated most negatively by these girls indicating a sort of insecurity and doubt about the social approval of their actions.

Coming to further significant differences it has to be noted that these fourteen-year-old girls differed most frequently from ten-year-old children of the upper-middle class, who scored low on a number of coping dimensions.

GERMANY FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Behavior Rating Scales

On five dimensions these boys ranked in the middle range (4,5), on three others they ranked lower, and only on Self-Assertion they got rank 2, their score here being much more distant from that of the group ranking first (the fourteen-year-old upper-middle class girls) than from that of those three groups ranking third, fourth and fifth. They can least be counted on to keep working at tasks until they are finished, they do not get along so well with teachers as other groups, and they have difficulties in controlling aggressive feelings when something happens they don't like.

Social Attitudes Inventory

Slightly below average -- such could be characterized the standing of this group as to their coping behavior, when compared with the other seven groups of this study. Their rank scores varied between 3 and 5, indicating neither especially good nor especially bad coping behavior. They did not differ significantly from any other group in terms of good or bad coping.

Sentence Completion

On the Task Achievement items these boys ranked rather low, on Coping Effectiveness they were even lowest of all groups, only on Engagement they ranked third. They showed relatively little Hostile and Depressive Affect, while on Neutral Affect they scored second. Their Attitude toward Task Achievement problems was quite negative (rank 7). Significant differences to any of the other groups were not found.

This negative attitude showed up also in the area of IPR, where they ranked seventh. In confronting problems, however, they ranked much better (2 5), whereas the remaining coping dimensions, including Coping Effectiveness, ranked fourth this group of children. On Hostile and Depressive Affect they were low again. There was no significant difference here.

On the Authority items these boys had a high rank value on Stance, but were low on Engagement and Aid/Advice, though on the latter dimensions they did not differ essentially from all other groups. Their Coping Effectiveness in this area can be characterized as average, compared to that of the other groups, on Depressive Affect they were

lowest and differed very significantly from the ten-year-old upper-middle class girls. On Attitude, where they also scored lowest, they differed very significantly from the ten-year-old upper-lower class girls.

On the Anxiety items their scores were relatively high (ranks 1-3). On Hostile and Depressive Affect again, we found lower values, on Neutral Affect they ranked second, the same as on Attitude.

What concerns Aggression, these boys had the lowest rank on Stance and scored only sixth on Engagement. Their Coping Effectiveness, however, seemed to be quite good. Further, they did not often ask for Aid/Advice, but showed relatively much Hostile Affect.

Overall their Attitude ranked them eighth among the groups. On Stance, Engagement, Aid/Advice and Coping Effectiveness they ranked in the middle range (4), whereas on Hostile and Depressive Affect they scored a bit lower (rank 6 and 7, respectively). On this latter Affect-dimension they differed very significantly from the ten-year-old upper-middle class girls, who took rank 2 here.

Their Self-Concept was not so high, though highest, compared with the other three groups their age (rank 5). The relationship to their father was worst of all eight groups, while the Interaction with the Mother must be a bit better, if one compares these boys with the rest of the sample. Generally, however, they seemed to have the most negative relations to their parents.

Story Completion

This group of boys was remarkable, since there was only one significant difference with another group of children, if one considers the coping dimensions, including Coping Effectiveness, and four significant differences on one non-coping dimension: Response Length.

With a few exceptions, these boys scored within a middle range from 3 to 5. Looking at the coping dimensions one could say that only Stance and Evaluation of Outcome deviated from that scheme, the first one ranking the children higher (mean: 2), the latter one ranking them lower (mean: 7). Considering the behavior areas, it was the area of classroom Authority, Nonacademic Task Achievement and Anxiety (Story Six), which deviated a bit, the first two ranking the boys rather low, the latter one ranking them first, second, and third.

Whereas, turning to the non-coping dimensions, these children ranked low on Positive Affect, they ranked second on Instrumentality.

The one significant difference already mentioned was on Engagement in the IPR area, where they ranked second and differed from the ten-year-old upper-middle class boys ranking seventh. On Response Length they differed twice very significantly from the ten-year-old upper-middle class boys (IPR, Anxiety - Story Four), who scored second lowest here, while the group in question ranked second, as it did in the Academic Task Achievement area, where there was a very significant difference with the ten-year-old upper-lower class boys ranking seventh.

Interpretive Comments

As to their Coping Effectiveness and Coping Style this group could be called the "middle-range-group," though there were also, especially with the Sentence Completion instrument, deviations from the middle range. Significant differences with other groups, however, were barely found, even with the ten-year-old groups. Only the ten-year-old girls with same socioeconomic status differed from them twice in a very significant way on Depressive Affect.

Their critical attitude toward a number of statements from all five behavior areas reflects the typical standing of the fourteen-year-olds within our society. They did not accept nor conform to norms without examining them critically, and this led undoubtedly to difficulties in the relationship to authorities like parents and teachers, as was also confirmed by the results. Though only in the form of a tendency one can further infer from the data that this bad relation with authority figures differentiated the two socioeconomic groups: whereas the upper-lower class children of the older age groups identified relatively easier with what they learned during their socialization process as valid norms, the fourteen-year-old upper-middle class boys and girls tended to a stronger degree to question them.

These results do not necessarily mean that the relationship to father and mother was really bad but only that these children experienced them in such a way.

GERMANY FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Behavior Rating Scales

This group of girls showed a remarkable profile, since on all dimensions except Initiation they ranked at the extremes of the scale. They got along best with Authority figures in the school and second best with other students, they were, further, regarded as getting usually their own way with other students and as having usually the best ideas about what to do. They were best able to control own aggressions, i.e., they did not easily lose their temper when something happened they didn't like, and they finally worried very seldom about things (rank 2), here being almost equal to the fourteen-year-old upper-lower class girls.

On Initiation they were excelled only by two other groups, the ten-year-old upper-middle class boys and the fourteen-year-old upper-lower class girls.

Only in the area of Task Achievement they got low scores: on Academic Task Achievement (rank 8) and Implementation (rank 7). According to this latter result one must conclude that they were judged by their classmates as not hard workers in the academic field and that secondly they tended to give up quickly before a goal had been reached.

Social Attitudes Inventory

The coping behavior of these girls can be characterized as rather poor though they did not take the eighth rank, except in the area of Task Achievement. In the other four behavior areas they scored fifth and sixth. Significant differences with one of the seven other groups could not be found in any of the five behavior areas.

Sentence Completion

In the area of Task Achievement these girls showed the highest degree of independence in terms of Aid/Advice. On the other side, their Coping Effectiveness ranks them quite low: they were lowest on Stance, second lowest on Coping Effectiveness and third lowest on Engagement. Their Attitude toward Task Achievement problems can be characterized as not deviating much from the other seven groups. On Depressive and Neutral Affect this group ranked seventh, on Hostile Affect third and on Positive Affect first, differing very significantly from the ten-year-old upper-middle class girls here. Concerning their seeking Aid/Advice from other people, by the way, they differed very significantly from the ten-year-old upper-lower class girls.

Concerning interpersonal problems we found astonishingly good coping responses with this group of girls. They most readily of all children confronted problems, engaged quite readily in problem-solving actions, sought little Aid/Advice and showed an effective behavior (rank 2). On Hostile Affect, however, they ranked only seventh, differing significantly from the ten-year-old upper-middle class boys here.

From this same group they also differed on Coping Effectiveness (very significantly); on Engagement and Aid/Advice, however, they differed very significantly from the ten-year-old upper-lower class boys.

In the area of Authority we found poorest engagement of all groups, though this group cannot be characterized as not confronting problems (rank 4). On Coping Effectiveness they ranked in the lower range, on Attitude they ranked even seventh. These girls seemed to show a good portion of Hostile Affect to Authority figures (rank 1), compared with the other groups, but not much Depressive Affect. A significant difference was only found on Attitude, where they differed very significantly from the ten-year-old upper-middle class girls.

In coping with Anxiety problems these girls showed the highest Coping Effectiveness (rank 1), but got the last rank on Engagement. They had the most positive attitude toward such problems, asked much for Aid/Advice (rank 7), showed the least Hostile and Neutral, but most of Positive Affect.

When faced with the problems of dealing with Aggression within and outside themselves this group was revealed as bad copers. Though readily confronting problems in that area (rank 1) they ranked eighth on Engagement and seventh on Aid/Advice and Coping Effectiveness. Of all groups they demonstrated most Hostile and very little Neutral Affect, compared with the other groups. Their low score on Engagement lets them differ very significantly from the ten-year-old upper-lower class girls, who ranked first here.

Taking all coping items into account these girls can be said to be in the middle range on all dimensions (2-4). Only on Engagement they were a bit lower though their difference with the other groups here was not essential. Their positive attitude was quite high, also their Positive Affect, where they ranked first differing very significantly from the ten-year-old upper-middle class males. On Hostile and Depressive Affect, however, they did not differ much from the other groups (rank 4.5).

They are that group with the lowest Self-Concept and with the worst relationship with their mother. Their Interaction with the Father, also, seemed to be relatively bad, and only the fourteen-year-old upper-middle class boys were still lower on that dimension.

Story Completion

If one should present the results of the Story Completion instrument for this group of girls in one sentence, one could say that they ranked extremely low on the coping dimensions and extremely high on the non-coping dimensions, where, moreover, they showed more significant differences than any other group before.

They did not seem to be very effective copers with a mean rank of 6 on Coping Effectiveness and the ranks 7 and 8 in the areas of Academic Task Achievement, IPR, and peer Aggression. While on Stance, Implementation, Outcome, and Evaluation of Outcome these girls ranked in the middle range, they scored lowest on Engagement, Initiation, and Aid/Advice, if one looks at the mean values as well as at those for Academic Task Achievement, IPR, and Nonacademic Task Achievement. But also in the areas of peer Aggression and Anxiety we found only low ranks on these three coping dimensions. For Academic Task Achievement and IPR the low scores showed further on Solver, Implementation, and Outcome.

As for the non-coping dimensions all except Instrumentality ranked these children first.

Significant differences occurred in almost all cases with ten-year-old groups. On Initiation, Aid/Advice, and Solver in the Academic Task Achievement area they differed significantly from the ten-year-old upper-middle boys, ranking first on all three dimensions, as well as the ten-year-old upper-middle class girls did on Engagement and Initiation in the IPR area. If we look at the mean scores for those three dimensions we will find three very significant differences: with the ten-year-old upper-lower class boys on Engagement, with the fourteen-year-old upper-lower girls on Initiation, and with the ten-year-old upper-middle boys on Aid/Advice, all three groups ranking first, contrary to the group we look at scoring lowest.

Twenty significant and very significant differences with other groups of children were found on the five non-coping dimensions, fourteen of those being with the ten-year-old upper-lower class boys. Of the six remaining ones, three were with boys of same SES but different age: fourteen-year-olds. On Response Length all eight differences (7 stories and mean) were very significant.

Interpretive Comments

Most astonishing with this group of girls were their low scores in the areas of Academic and Nonacademic Task Achievement, this result appearing with all four test instruments including the Behavior Rating Scales. Both projectives indicated poorest effectiveness of actions as well as a coping style that can best be characterized as lack of engagement and initiative.

Further, they showed difficulties to get along well with authority figures, both teachers and parents, though they were seen by other students as having good relations to classroom authorities. The relationship to their parents, however, must be called bad, particularly with the mother; whereas the fourteen-year-old upper-lower class girls showed the best relationship with their parents, if only the older age-group was considered. One can certainly interpret these findings as a stronger striving for independence and autonomy on the side of the upper-class girls, what shows up, however, not before puberty. A similar, but not so clear result was found, by the way, at inspection of the data of both male groups.

The Self-Concept was low, as with all four groups this age. This probably reflects the consciousness of their standing within that western society, the position of "a marginal man," as David Riesman has formulated it.

Though relatively good copers, when difficulties in the Interpersonal Relations area arose, they revealed as bad ones, when they had to deal with Aggression within and outside themselves. In Anxiety-evoking situations, on the other hand, these girls did not engage readily in actions, but once they did their trials toward a solution were highly effective.

Finally, it has to be noted that this group of girls seemed to easily express Affect, Postive as well as Negative, though not Depressive one, as the ten-year-old children did.

The Response Length of their stories, where they stood first, with only one exception, seemed to be the function of an achievement oriented motivation that these girls had in spite of their low score on Academic Task Achievement.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS AND SEX

APTITUDE AND ACHIEVEMENT

Socioeconomic Status

The hypothesis of the study had been tested separately for the ten-year-old and the fourteen-year-old subjects.

Hypothesis (SES Main Effects):
Pupils of the upper-middle class will show better achievement in school than pupils of the skilled working class.

This assumption could be verified for the two age groups only with regard to the Reading Score. No other main effects could be pointed out. Concerning the group of the ten-year-olds, however, there could be turned out a clear, but not significant tendency in favor of the hypothesis also for Mathematics.

The results of Raven's Progressive Matrices also showed significant main effects of the social class. Students of the upper-middle class had much higher Aptitude scores in both age groups than pupils of the upper-lower class. In the group of the fourteen-year-olds, this difference was much higher than in the group of the ten-year-olds. How far this may be the results of an effect called cumulative learning deficit of lower class children (M.DEUTSCH et al., 1968) under the given conditions cannot be decided on the basis of the present data.

The Age x SES interaction was the only significant result of the study.

Sex

Hypothesis (Sex Main Effects):
Girls have higher achievement scores than boys.

As Figure 1 shows, this hypothesis could not be verified by the results of the German sample. There could be shown, however, that the boys had better achievements in Mathematics than girls. These data were relevant for both age groups and social classes.

Discussion and Conclusion

According to the hypothesis of the Cross-National Project, Aptitude and Achievement had been analyzed due to the effects of social class and sex. The analysis of the age as a main effect had to be dropped out because of the different tests for both age groups and the respective standardization of the Achievement data.

The differences between upper-middle and upper-lower class could be shown clearly both in the intelligence measures and in the school performances. The results of the German sample underlie the ever-established fact, found out in the Federal Republic of Germany (FRG) as well as in foreign studies, that members of the lower classes are handicapped in verbal achievement areas. There was an absence of SES and Age effects in Mathematics. In several German studies (FERDINAND 1969; ROEDER 1968; QUACK 1972: SIMONS 1972), social class variables have more effects on verbal than on non-verbal school performances; but, it may be that this difference is the result of a methodological artifact. The Mathematics test has been constructed for specific learning objectives of elementary schools, but not for the relevant objectives of high schools. Due to this, elementary students could be favored against high school students, and this could lead to homogenization of the achievements of both subgroups. Moreover, as it is evident that children of the lower class more often attend elementary schools, while children of the middle and upper classes attend the high school (WEINERT 1972), it must be supposed that this homogenization had an effect on a reduction of possible differences due to the social class in the Mathematics score. It is interesting, however, that there could not be found any difference between social class and sex concerning GPA. It must be assumed that the ever proven reliability of grades, the uncertainty of the teacher's process to get grades (INGENKAMP 1971) and the evident problems of grade comparison of different classes and school systems in the FRG had a severe effect on this levelling of the results.

These missing significant differences between the social classes in the GPA also refer to a methodological artifact. As mentioned already, children of the lower classes more often attend elementary schools, while children of the upper classes attend the high schools. As these two school systems have no common evaluation system of achievement, but each school system tries to approximate the evaluation of the pupil's achievements to a normal distribution, although there are important absolute differences in achievement, there, in fact, cannot be found any grade differences, even if considerable differences could be shown in common achievement testing. In order to this, any conclusive interpretation of the data becomes really questionable. In summary, if a comparison of different social strata is methodically correct, the expected achievement differences could be proved. Besides this there could be confirmed that the greatest differences can be found in verbal achievements (Reading). However, verbal performances (due to the social class) have a most important selection function; this had been already mentioned within many criticisms, mainly those of the German school systems. For several years, political discussions of the educational system in the FRG have pointed out the need for compensatory verbal educational programs for lower-class children. Besides this, the reduction of the extremely high weighting of verbal achievement for the determination of school success was requested. It is questionable if the introduction of comprehensive schools would be helpful.

OCCUPATIONAL VALUES

Age

Age, as well as Sex, proves to be, in the German Sample, a strong indicator of differences, i.e., in ten of the fifteen variables.

The ten-year-olds showed higher mean scores than the fourteen-year-olds on Altruism, Prestige, Follow Father and Management, though Management had received place fourteen in both subgroups on the rank order over all values.

At Age fourteen the pupils received higher mean scores on Independence, Self-Satisfaction, Variety, Associates and Security. They scored higher Intellectual Stimulation, too, which takes in spite of these differences the first and the second rank in the two Age groups. Within the group of lower class males the younger ranked at the first place Economic Returns, the older ones Security.

Socioeconomic Status

There were some social class differences according to the hypotheses. The lower-class children excelled the middle-class in Economic Returns and Security, in Management and Surroundings and Extrinsic score. The middle-class pupils chose more frequently Intrinsic values and, in connection with this effect, Intellectual Stimulation. They were more inclined than the others to follow the profession of their father. It may be remarked that Intellectual Stimulation received first and second place with both groups in the rank order of preference (Figure 2).

Sex

Turning to the intra-group differences of the fifteen values, Sex seemed to be the most important factor of differentiation. In twelve from fifteen variables there were significant Sex main effects to be diagnosed. Thus the girls, compared with the boys, received higher mean scores in Altruism, Self-Satisfaction, Variety and Associates. They also preferred significantly Surroundings and Esthetics, but these two values were ranking at the lower places. The females scored higher than the males Intrinsic values, affirming one of the leading hypotheses.

The boys,on the other hand, excelled girls mostly in Creativity and further in Security, Prestige, Economic Returns, and, of course, Follow Father, and at least in Management.

Interactions

There were only small interaction effects for the three independent variables Sex, Age and SES. Only the value Esthetics showed a significant interaction between Sex and SES. In both socioeconomic classes the females received higher scores than did the males; however, this difference in favor of the females was greater in the middle class than in the lower class.

If we inspect the rank order of the fifteen items in the separate eight cells of the German sample (Figure 2), we can observe some remarkable differences and peculiarities. The upper-lower females (ten- and fourteen-year-olds) and the upper-middle females (fourteen-year-olds) gave below-average ranks to Creativity, as did the upper-lower males and upper-middle males (fourteen-year-olds) to Altruism. These positions are contrasted by the first ranks for Altruism with the upper-middle class females (ten-year-olds) and for Creativity with the upper-middle class males (fourteen-year-olds). The upper-lower class males and the upper-middle class males (ten-year-olds) showed -- compared with the other groups -- the lowest ranks for Self-Satisfaction.

Comments and Implications

Semantic Differences

For the interpretation of the results it may be convenient first to oppose the English and the German text. Even small semantic differences which could not be avoided in the period of translation and pretests may prove to be important for the reception and the answers of the German youngsters.

Probably the value Self-Satisfaction as characterized by the item "work in which you feel good about doing the job well" is somewhat ambiguous. Maybe the German translation has increased this effect by changing the aspect to become happy by doing the job well into a more general aspect to choose a work which makes happy ("Eine Arbeit, die Dich zufrieden macht"), which gives the chance of easy-go-lucky, of harmonious adaptation and implies no risks of excitements and instability. It does likely not implicate the concept of accomplishment.

On the other hand, the American addition of "accomplishment" to the title of the value Success is not represented by the text "Work where you can get ahead." For the German sample a separate item of accomplishment in favor of work ("Eine Arbeit, in der Du etwas Tuchtiges leisten kannst") would have fitted better to the problem as well as to the dominant values within German youth. It is necessary to have regard to these phenomena when describing the rank order of values or the mean score differences between the groups.

1.	Altruism work in which you can help other people	eine Arbeit, bei der Du anderen Menschen helfen kannst
2.	Esthetics work like that of a musician or an artist	eine Arbeit, wie sie Musiker oder Kunstler (z.B. Schauspieler) haben
3.	Independence work which you are free to do in your own way	eine Arbeit, bei der Du selbst bestimmen kannst, was Du zu tun hast
4.	Management work in which you could lead other people	eine Arbeit, bei der Du bestimmen kannst, was Deine Mitarbeiter tun
5.	Success work where you can get ahead	eine Arbeit, bei der Du es zu einer hohen Stellung bringen kannst
6.	Self-Satisfaction work in which you can feel good about doing the job well	eine Arbeit, die Dich zufrieden macht
7.	Intellectual Stimulation work in which you can learn about many interesting things	eine Arbeit, bei der Du viele interessante Dinge zulernen kannst
8.	Creativity work in which you could make or invent new things	eine Arbeit, bei der Du etwas Neues entwickeln oder erfinden kannst
9.	Security work in which you are always sure of having a job	eine Arbeit, bei der Du nie arbeitslos werden kannst
10.	Prestige work in which you can one day become famous	eine Arbeit, durch die Du eines Tages beruhmt werden kannst
11.	Economic Returns work in which you can make a lot of money	eine Arbeit, bei der Du viel Geld verdienen kannst
12.	Surroundings work in which would have a nice place to work	eine Arbeit, an einem schonen Arbeitsplatz

13. Associates work in which you can be with people you like	eine Arbeit, bei der Du mit Leuten zusammensein kannst, die Du gern magst
14. Variety work in which you would be doing many different things	eine Arbeit, bei der es viel Abwechselung gibt
15. Follow Father work in which you would do the same kind of work your father does	eine Arbeit, bei der Du die gleiche Tatigkeit wie Dein Vater verrichtest

OCCUPATIONAL INTEREST INVENTORY

Age

There were no remarkable Age effects in the German sample, whereas in the other countries the fourteen-year-olds were exceeding significantly the ten-year-olds, as well as in aspirations and expectations.

Socioeconomic Status

On the other hand, the German results showed significant differences in terms of socioeconomic class -- analogous to the other countries. The lower-class pupils had lower scores in the occupational level they were desiring and hoping to achieve than the middle-class children did. Regarding the younger ones, the discrepancies between expectations and aspirations were very small and indicated no differences between the social levels as well, whereas with the older ones interactions were of some importance (see below).

Like in the other countries -- but to a lower extent -- the lower-class youngsters were aspiring and expecting slightly higher status jobs than those held by their fathers. On the other side, middle-class children rather hoped to maintain the occupational status of their families.

Sex

According to the hypothesis the male pupils generally wanted higher stratified professions than the female pupils did -- similar to the other countries. Thereby the girls expected to achieve a slightly lower level than the one they aspired. But that was not true for the older girls of the upper-middle class in the German sample.

The boys were somewhat more ambitious in upgrading above their father's job level than the girls. The educational aspirations of the girls were as well a bit lower than those of the boys.

Interactions

Expressed by the discrepancies between Aspirations and Expectations, the fourteen-year-old lower-class females seemed to be remarkably more pessimistic than the boys of the same social level. On the contrary the fourteen-year-old middle-class females were noteworthy more optimistic with reference to their real occupational start than the boys of the same social level and than all others.

Comments and Implications

In the first instance these results could be interpreted in a positive sense: Aspirations and Expectations seem to be rather realistic and in harmony with their social settings. The upper-middle class barely aspired to maintain the status of their fathers, while the upper-lower class tried to exceed the parental status in a moderated way. Such a realism, as to the occupational aspirations, is manifested as well in the rank order of Occupational Values.

The trend of the lower children toward occupations of the status group "3" is respectable, particularly because by that they hope to exceed the status of the paternal occupation by one "class." And they have to realize a longer period of educational and occupational formation -- until the age of nineteen or twenty-one years. But the tendency to the professions of the occupational status group "4" is respectable as well. For this group "4" represents -- within the patterns of the German occupational structure -- completely established and well esteemed professions with satisfying financial returns. These professions require "Hauptschul"-graduation and a complete and certified apprenticeship or an analogue training. So it is quite normal, that the elder upper-lower pupils tend a bit more vigorously for the status group "4". Moreover we must keep in mind that the occupations of this group are the most numerous with the largest capacities of manpower and that they are relatively best known in the German population and the public opinion.

The aspirations and expectations of the middle-class children ranked a bit below the paternal professional status "2". Maybe they realized the possibilities of social and occupational upgrading and downgrading. Maybe that especially the girls are agreeing with a lower status by their own job (not by their husbands' job). The chances to achieve the highest status level "1" are restrained by the pecularities of those professions, which demand highest and most special aptitudes and abilities and are open only for a small number of aspirants.

The educational aspirations, in general, are following the occupational aspirations within the structure of the German educational system. The aspirations of the lower-class pupils are ranking nearer to their expectations (status level "4") than to their aspirations (status level "3").

The distinct discrimination between the two classes may perhaps depend as well on the precise selection of the sample, which discriminates the parental occupations nearly exactly by two ranks (level "2" and "4").

These results could be interpreted as well in a negative sense.

SES Main Effects: Until today they indicate very plain differences between the upper-lower and the upper-middle class, especially in terms of educational aspirations, but even as well of their occupational wishes and hopes. These distances are larger than in the other countries, where the status levels of the expected or aspirated professions do partly even overlap. According to these facts the upper-lower class children in the FRG sample strive above the paternal stratum to a slighter extent, than the youngsters of the other countries do. That may be a symptom of a relatively lower social mobility, partly caused by the structure of the educational system in the FRG (see Volume I Country Background Chapter). This "traditionalism" stands in opposition to the dynamic occupational and economical system of the FRG, but apparently not to powerful dimensions of political and social opinions within the population of Western Germany.*

The impressive differences between the two social levels may furthermore depend on the different educational and occupational aspirations of the families. These are connected with the very specified occupational training system and, according to that, with the highly professionalized occupational structure as a whole. It may depend as well on the inferior efficacy of the public institutions for professional orientation and guidance. Nevertheless the discriminations of social status are higher in terms of educational than of occupational aspirations. This could perhaps be interpreted in that way: The pupils believe to be capable of a higher mobility after leaving school, and to transgress the limitations of occupational chances connected with the "Hauptschul"-graduation.

Age Main Differences: As to the age there are but slight differences within the German sample. With increasing age only the expectations diminish (excepting the UMF) and the discrepancies between aspirations and expectations are somewhat higher on the side of the ULF and UMF. The reduced educational aspirations of the ULM (fourteen-year-olds) may depend on the fact that most of these pupils attend the 5. grade of the "Hauptschule" (see above).

Roughly spoken we can find no emancipatory development of vocational perspectives by age. This may result from the above mentioned lack of efficient guidance and information. This is a crucial deficiency insofar as the "Hauptschul"-graduates have to decide on their occupational start at the age of fourteen years.

*See W. Jaide, Jugend und Demokratie, Munchen 1970.

Sex Main Effects: At least there are noteworthy Sex differences, as the results of the Occupational Values have already demonstrated. The girls seem to be less mobile and ambitious with regard to their aspirations and expectations and their fathers' occupational status. This may be clarified by the sex role perceptions of the girls which have to combine occupation and matrimony. Within these role concepts most of the females in the FRG until now are ranking higher matrimony and child rearing, whereas the occupation is of second order importance. This more and more obsolete differentiation is modified only by the UMF (fourteen-year-olds), who expect a bit higher status at school and in their future occupation.

Of course, these interpretations would become more reliable by the results of the list of occupations which was one part of the Occupational Interest Inventory instrument. The rank order of preferred and rejected occupations would give some more information about the whole horizon of the pupils' occupational imaginations -- not only about the stratum but also about the situm of their occupational aspirations. So within the preferred occupations the "female" jobs are perhaps stratified lower than the "male." This would explain the "lower" ambition of the girls with regard to their careers.

Conclusions

As a consequence, professional orientation and guidance should stimulate more social mobility especially on the side of those youngsters with higher ability scores. This can be supported by reforms of the educational and occupational training system.

Probably the vocational guidance has to begin already at the age of ten to eleven years, in order to improve the procedures of occupational choice ("Berufswahlreife").

As to the education of the girls, the results of the Occupational Interest Inventory lead to the same recommendations as those of the Occupational Values Inventory.

BEHAVIOR RATING SCALES

Age

There were no main effects or interactions involving Age in the German sample in Stage III (Germany did not participate in Stage I so no comparisons can be made).

Socioeconomic Status

There was only one significant difference observed, i.e., on Total Positive Self-Assertion where the middle-class children scored higher than the lower-class children.

Sex

There were no significant differences involving Sex.

SOCIAL ATTITUDES INVENTORY

Age

There was only one significant difference involving Age where the fourteen-year-olds scored higher than the ten-year-olds on Interpersonal Relations.

Socioeconomic Status and Sex

There were no significant SES or Sex main effects. There was one interaction, however, in the area of Authority where the ten-year-old middle-class children scored higher than the ten-year-old lower-class children. Just the reverse was true of the fourteen-year-olds, the lower-class scored higher than the middle-class children.

SENTENCE COMPLETION

Task Achievement

Age: In the area of Task Achievement the fourteen-year-olds scored higher than the ten-year-olds on Engagement, Aid/Advice, Neutral Affect, and Positive Affect. The ten-year-olds scored higher on Depressive Affect.

There were four significant Age x SES interactions involving Stance, Engagement, Coping Effectiveness, and Neutral Affect where the ten-year-olds scored higher at the middle-class level and the fourteen-year-olds scored higher at the lower-class level. On Positive Affect just the opposite was true: the ten-year-olds scored higher at the lower-class level while the fourteen-year-olds scored higher at the middle-class level.

There was one Age x Sex interaction involving Attitude where the ten-year-old males scored higher than the ten-year-old females and the fourteen-year-old females scored higher than the fourteen-year-old males.

Socioeconomic Status: There were no social class main effects.

Sex: Only one significant Sex main effect was observed: on Neutral Affect where the males scored higher than the females.

Interpersonal Relations

Age: The fourteen-year-olds scored higher than the ten-year-olds on Stance, Engagement, Aid/Advice, Coping Effectiveness, and Neutral Affect; whereas the ten-year-olds scored higher on Hostile and Depressive Affect.

There were no significant Age x SES or Age x Sex interactions.

Socioeconomic Status: There were no significant social class main effects or interactions.

Sex: The males received higher scores on Hostile Affect; while the females received higher scores on Engagement, Aid/Advice, Coping Effectiveness, Depressive Affect, and Neutral Affect.

Authority

Age: In the area of Authority the fourteen-year-olds again scored higher on Stance, Coping Effectiveness, and Neutral Affect; while the ten-year-olds scored higher on Attitude and Depressive Affect.

There were no significant interactions involving Age.

Socioeconomic Status: The lower-class children scored higher on Attitude, Engagement, Coping Effectiveness, and Neutral Affect; while the middle-class children scored higher on Hostile Affect.

There were no significant interactions involving SES.

Sex: Of the three significant main effects, the males scored higher on Neutral Affect while the females scored higher on Attitude and Depressive Affect.

Anxiety

Age: In the area of Anxiety the fourteen-year-olds received higher scores on Attitude, Stance, Coping Effectiveness, Neutral Affect, and Positive Affect; while the ten-year-olds received higher scores on Hostile Affect and Depressive Affect.

There were two significant Age x SES interactions involving Attitude and Positive Affect. In each case the fourteen-year-old middle-class children scored higher. In the ten-year-old group, the lower-class children scored higher on Attitude while on Positive Affect there was no difference between the two social classes.

Only one significant Age x Sex interaction was observed, that involving Positive Affect where the fourteen-year-old females scored higher than the fourteen-year-old males. There was no difference in the ten-year-old group.

Socioeconomic Status: The lower-class children received higher scores on Engagement, Aid/Advice, and Neutral Affect; while the middle-class children received higher scores on Positive Affect.

There were two significant interactions involving SES: on Engagement where the females scored higher at the lower-class level and the males scored higher at the middle-class level; and on Aid/Advice where there was no difference between the males and females at the lower-class level but where the males scored higher at the middle-class level.

Sex: The males scored higher on Aid/Advice, Hostile Affect, and Neutral Affect, while the females scored higher on Depressive Affect and Positive Affect.

Aggression

Age: There was only one significant main effect in the area of Aggression: the ten-year-olds scored higher than the fourteen-year-olds on Engagement.

There were no significant interactions involving Age.

Socioeconomic Status: There were three significant social class main effects where the lower-class children excelled the middle-class children. These were on Engagement, Aid/Advice, and Coping Effectiveness. These three variables also showed significant interactions where in each case the females scored higher at the lower-class level while the males scored higher at the middle-class level.

Sex: There were only two Sex main effects, where in each case the females scored higher: on Stance and Coping Effectiveness.

Total Scores

Age: The same general pattern was observed on Total Scores. The fourteen-year-olds scored higher on Stance, Engagement, Aid/Advice, Coping Effectiveness, Neutral Affect, and Positive Affect; while the ten-year-olds scored higher on Attitude, Hostile Affect, and Depressive Affect.

There were two Age x SES interactions: on Neutral Affect where the lower-class children received the higher scores, this being more marked at the fourteen-year-old level; and on Positive Affect where the lower class children scored higher at the ten-year-old level and the middle-class children scored higher at the fourteen-year-old level.

There was one significant Age x Sex interaction: on Positive Affect where there was no difference between the scores at the ten-year-old level but at the fourteen-year-old level the females scored higher than the males.

Socioeconomic Status: The lower class children scored higher on Engagement, Coping Effectiveness, and Neutral Affect; while the middle-class children scored higher on Hostile Affect.

There was one significant SES x Sex interaction: on Positive Affect where at the lower-class level there was no difference but at the middle-class level the females scored higher than the males.

Sex: The females scored higher on Attitude, Coping Effectiveness, and Depressive Affect, while the males scored higher on Neutral Affect.

Parent/Child Interaction

Age: There were four main effects involving Age where in each case the ten-year-olds scored higher than the fourteen-year-olds: on Self-Concept, Parent/Child Interaction, Mother Interaction, and Father Interaction.

Only one Age x SES interaction was observed: on Reality/Fantasy where the middle-class children scored higher than the lower-class children at both age levels, this being greater at the fourteen-year-old level.

Socioeconomic Status: There was one social class main effect: on Reality/Fantasy where the middle-class children scored higher than the lower-class children.

There were no significant SES x Sex interactions.

Sex: There were no significant main effects involving Sex.

STORY COMPLETION

The validity of many of the Story scores in this national sample is doubtful (see Volume VI) so only those less subject to deliberate, conscious destortion will be discussed.

Mean Scores

Age: Fourteen-year-olds systematically scored higher than ten-year-olds on Response Length, Positive Affect (Hero), Negative Affect (Hero), and Total Affect (Hero and Others). Despite the negativism they showed in the plots of their stories, the older youth did produce more, and were freer in expressing spontaneous affect. The girls expressed more positive affect than boys at fourteen, whereas the sexes were equal in this respect at ten.

Socioeconomic Status: The middle-class children scored higher than the lower status children on Response Length, Negative Affect (Hero), and Total Affect (Hero and Others). They were both more verbally productive and more spontaneous in expressing emotion at both ages, and in both sexes.

Sex: Girls scored higher than boys, at both age levels and both SES levels, on Response Length, Positive Affect (Hero), Negative Affect (Hero) and Total Affect (Hero and Others). Thus, girls were both more fluent or productive, verbally, and more emotionally expressive.

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4
GERMANY	RAVEN	MATHEMATICS ACHIEVEMENT	READING ACHIEVEMENT	GRADE POINT AVERAGE
10 UL M	.09	.06	-.25	-.10
F	8(-) -.35	-.23	-.30	-.10
UM M	.16	.23	.22	-.14
F	.14	.02	.24	.33
14 UL M	7(-) -.33	.18	8(-) -.44	-.13
F	-.31	-.25	7(-) -.36	.02
UM M	1(+) .38	.30	2(+) .27	-.06
F	2(+) .33	-.23	1(+) .58	.01
AGE				
SES	L < M		L < M	
SEX		M > F		
AGE-SES	10L < 10M 14L < 14M			
AGE-SEX				
SES-SEX				

VARIABLES	5	6	7	8	9	10	11	12	13
GERMANY	BEHAVIOR RATING SCALE								
	Total Positive Ach. Task. Ach.	Total Positive Authority	Total Positive Interper.Rela.	Total Positive Implementation	Total Positive Self-Assertion	Total Positive Initiation	Total Positive Solver	Total Positive Aggression	Total Pos. Anxiety
10 UL M	1.07	.91	.84	.95	.76	.74	.84	.79	.71
F	1.01	1.11	1.04	.90	.66	.86	.66	.78	.68
UM M	1.21	1.14	.99	1.09	.93	.93	.97	.78	.78
F	1.02	1.01	.89	.84	.93	.84	1.00	.67	.68
14 UL M	1.01	.98	.92	.91	.76	.85	.97	.79	.74
F	1.09	1.00	.95	1.07	.82	.91	.78	.86	.91
UM M	1.02	.95	.95	.76	1.04	.86	.88	.77	.76
F	.96	1.18	1.00	.81	1.32	.88	1.33	.90	.90
AGE									
SES					L < M				
SEX									
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1

GERMANY - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
GERMANY	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	7.20	4.68	5.84	1(+) 5.31	7.76	7(-) 7.71	8(-) 8.12	8.71	8.05
F	2(+) 9.60	4.69	7(-) 5.12	2(+) 5.31	8.16	8.53	8.20	7(-) 6.72	7.25
UM M	8.43	3.55	5.88	5.03	8.37	8(-) 7.26	9.03	2(+) 8.96	7.72
F	1(+) 9.93	1(+) 5.91	8(-) 4.98	7(-) 3.59	7.15	8.59	9.35	7.27	8(-) 7.17
14 UL M	8(-) 6.19	3.61	6.46	4.74	8.15	8.51	9.27	8.47	1(+) 9.62
F	8.32	4.08	6.38	3.72	7.52	1(+) 9.83	9.30	6.75	8.37
UM M	7(-) 6.98	8(-) 2.72	2(+) 7.15	4.53	7.68	8.76	9.01	1(+) 9.15	7.65
F	7.34	5.72	1(+) 7.16	8(-) 3.10	6.99	2(+) 9.77	1(+) 9.70	8(-) 6.60	7.23
AGE	10 > 14		10 < 14	10 > 14		10 < 14	10 < 14		10 < 14
SES				L > M			L < M		L > M
SEX	M < F	M < F		M > F		M < F		M > F	M > F
AGE-SES									
AGE-SEX									
SES-SEX		LM < LF MM < MF							

VARIABLES	23	24	25	26	27	28	29	30
GERMANY	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	7.78	8.77	6.20	7(-) 6.82	7(-) 6.79	5.45	6.76	7.26
F	7.26	8.26	6.78	7.71	6.85	4.76	6.95	7.17
UM M	7.58	7.79	5.59	8(-) 6.45	8(-) 6.61	1(+) 6.78	6.84	7.18
F	6.89	7.28	6.06	8.03	7.59	5.21	7.15	6.83
14 UL M	6.59	8.73	6.22	7.83	7.14	3.47	6.80	7.23
F	5.79	8.11	7.16	1(+) 8.98	2(+) 8.49	8(-) 2.20	7.11	6.88
UM M	7.66	8.36	5.65	7.74	7.38	4.57	6.96	7.05
F	5.91	7.54	6.63	2(+) 8.95	1(+) 8.88	3.47	7.29	6.68
AGE	10 > 14			10 < 14	10 < 14	10 > 14		
SES		L > M	L > M			L < M	L < M	L > M
SEX	M > F	M > F	M < F	M < F	M < F	M > F	M < F	M > F
AGE-SES								
AGE-SEX								
SES-SEX								

FIGURE 1
GERMANY - STAGE III
CROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31*	32*	33*	34	35	36*	37	38	39	40	41	42
GERMANY	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.	Father Occ./ Child Asp.	Child's Edu. Asp.	Task Achiev.	Authority	Aggress.	Interper. Relations	Anxiety	Total Score
10 UL M	5(-) 3.02	3.02	5(-) 3.96	6.04	1(+) 6.94	5(-) 2.96	.91	.83	.61	.80	.71	.78
F	8(-) 3.14	7(-) 3.22	8(-) 4.00	6.09	4(-) 6.86	8(-) 3.49	.83	8(-) .72	.44	.83	.83	.73
UM M	2(+) 2.20	1(+) 2.22	3(+) 2.00	6.02	6(-) 5.80	1(+) 1.46	.90	.95	.57	8(-) .60	.93	.78
F	4(+) 2.48	2.52	2(+) 2.00	6.07	8(-) 5.52	3(+) 1.62	1.00	1(+) 1.00	.78	.77	.92	.89
14 UL M	6(-) 3.12	6(-) 3.12	7(-) 4.00	6.00	2(+) 6.88	6(-) 3.38	1.00	1.00	.75	.83	.75	.88
F	7(-) 3.14	8(-) 3.42	6(-) 4.00	6.28	3(+) 6.86	7(-) 3.44	.91	.92	.84	1(+) .91	.88	.89
UM M	1(+) 2.15	3(+) 2.41	4(+) 2.04	6.32	5(-) 5.89	4(+) 1.66	.90	.90	.73	.83	.89	.85
F	3(+) 2.42	2(+) 2.34	1(+) 2.00	5.89	7(-) 5.58	2(+) 1.50	.79	.86	.69	.82	.83	.80
AGE										10 < 14		
SES	L < M	L < M	L < M		L > M	L < M						
SEX	M > F	M > F			M > F							
AGE-SES												
AGE-SEX								10L < 10M 14L > 14M				
SES-SEX				LM < LF MM > MF								

* The higher the score the lower the status level.

VARIABLES	64	65	66	67	68	69	70	71	72
GERMANY	SENTENCE COMPLETION								
	TASK ACHIEVEMENT								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.91	4.03	2.68	.93	3.59	.04	.05	.89	.01
F	1.96	3.93	2.68	8(-) .84	3.62	.11	1(+) .09	8(-) .79	.01
UM M	1.95	4.33	2.87	1.02	3.85	.07	.02	.91	.01
F	1.71	4.07	2.89	1.04	3.60	.07	.06	.87	8(-) 0.00
14 UL M	1.78	4.27	3.03	1.18	3.71	.05	.03	.91	.01
F	1.85	4.41	3.04	1.18	3.92	.03	8(-) 0.00	1(+) .95	.02
UM M	1.77	3.89	2.93	1.16	3.49	.04	.02	.92	.02
F	1.93	3.88	2.85	1(+) 1.26	3.52	.07	.01	.86	1(+) .05
AGE			10 < 14	10 < 14			10 > 14	10 < 14	10 < 14
SES									
SEX								M > F	
AGE-SES		10L < 10M 14L > 14M	10L < 10M 14L > 14M		10L < 10M 14L > 14M			10L < 10M 14L > 14M	10L > 10M 14L < 14M
AGE-SEX	10M > 10F 14M < 14F								
SES-SEX									

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
GERMANY	SENTENCE COMPLETION								
	I N T E R P E R S O N A L					R E L A T I O N S			
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.88	2.99	7(-) 1.69	7(-) .45	8(-) 2.72	1(+) .37	.03	8(-) .60	.02
F	2.02	2.74	1.85	.55	2.94	.29	1(+) .06	.65	.01
UH M	2.02	2.74	8(-) 1.67	8(-) .44	7(-) 2.76	2(+) .34	.03	7(-) .64	.01
F	2.03	2.66	1.76	.50	2.94	.27	.06	.68	0.00
14 UL M	2.11	3.01	2.13	.74	3.20	.22	8(-) 0.00	2(+) .78	.01
F	1.57	3.07	1(+) 2.22	1(+) .81	1(+) 3.47	8(-) .15	.02	1(+) .84	0.00
UH M	1.93	3.07	2.05	.70	3.18	.22	.02	.76	0.00
F	2.06	3.39	2(+) 2.20	2(+) .80	2(+) 3.46	7(-) .19	.04	.78	0.00
AGE		10 < 14	10 < 14	10 < 14	10 < 14	10 > 14	10 > 14	10 < 14	
SES									
SEX			M < F	M < F	M < F	M > F	M < F	M < F	
AGE-SES									
AGE-SEX									
SES-SEX									

VARIABLES	82	83	84	85	86	87	88	89	90
GERMANY	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.14	2.84	1.74	.53	3.02	.21	.13	.67	.01
F	1(+) 2.34	2.75	1.95	.59	3.07	.17	2(+) .22	.62	0.00
UH M	2.06	2.67	1.69	.51	7(-) 2.86	.22	3(+) .17	7(-) .62	0.00
F	2(+) 2.27	8(-) 2.64	1.74	.52	8(-) 2.80	.24	1(+) .23	8(-) .54	0.00
14 UL M	1.98	1(+) 3.25	1.70	.53	2(+) 3.28	.18	7(-) .05	2(+) .78	0.00
F	2.03	3.00	1.78	.58	1(+) 3.33	.16	6(-) .06	1(+) .79	0.00
UH M	8(-) 1.80	3.14	1.63	.51	3.06	.24	8(-) .04	.72	0.00
F	7(-) 1.91	2.90	1.61	.52	3.02	.28	.09	.63	0.00
AGE	10 > 14	10 < 14			10 < 14		10 > 14	10 < 14	
SES	L > M		L > M		L > M	I < M		L > M	
SEX	M < F						M < F	M > F	
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
GERMANY	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.47	3.57	2.42	.77	2.83	.13	.11	.69	.06
F	1.60	3.45	2.44	.72	2.92	.08	1(+) .23	.65	.04
UM M	1.38	3.57	2.32	.72	8(-) 2.73	1(+) .15	.15	.67	8(-) .03
F	8(-) 1.26	3.34	2.17	.61	7(-) 2.80	.11	2(+) .22	.62	.05
14 UL M	1.56	3.60	2.36	.77	3.01	.09	8(-) .05	1(+) .79	.07
F	1.59	3.87	1(+) 2.53	.81	2(+) 3.19	.05	.13	.71	.11
UM M	1.76	3.83	2.45	.82	3.19	.06	7(-) .07	.75	.11
F	1(+) 1.80	3.77	8(-) 2.05	.57	1(+) 3.23	8(-) .03	.17	8(-) .60	1(+) .20
AGE	10 < 14	10 < 14			10 < 14	10 > 14	10 > 14	10 < 14	10 < 14
SES			L > M	L > M				L > M	L < M
SEX				M > F		M > F	M < F	M > F	M < F
AGE-SES	10L > 10M 14L < 14M								10L = 10M 14L < 14M
AGE-SEX									10M = 10F 14M < 14F
SES-SEX			LM < LF MM > MF	LM = LF MM > MF					

VARIABLES	100	101	102	103	104	105	106	107
GERMANY	SENTENCE COMPLETION							
	A G G R E S S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	3.00	1.37	.13	2.12	.59	.01	.40	
F	2.88	1(+) 1.78	1(+) .31	1(+) 2.57	.55	.02	.43	H
UM M	2.60	1.26	.10	8(-) 2.06	.55	.02	.43	a
F	2.87	1.21	8(-) .07	2.08	.60	.02	.38	s
14 UL M	2.54	1.24	.10	2.14	.55	0.00	.45	
F	2.87	1.36	.22	2.44	.48	.02	.50	H
UM M	2.52	1.22	.14	2.22	.54	0.00	.46	o
F	3.18	8(-) 1.18	.09	2.07	.65	.01	.34	
AGE		10 > 14						V a r i a n c e
SES		L > M	L > M	L > M				
SEX	M < F			M < F				
AGE-SES								
AGE-SEX								
SES-SEX		LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF				

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
GERMANY	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Et.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.94	3.27	1.99	.59	2.91	1(+) .25	.07	.66	.02
F	1(+) 2.08	3.12	2.10	.61	3.05	.22	1(+) .13	7(-) .64	.01
UM M	1.97	3.14	8(-) 1.97	8(-) .57	8(-) 2.88	.25	.08	.66	8(-) .01
F	1.97	8(-) 3.07	1.99	7(-) .57	2.90	.23	2(+) .13	8(-) .63	.01
14 UL M	1.94	3.36	2.13	2(+) .70	3.14	.19	8(-) .03	2(+) .77	.02
F	1.93	1(+) 3.43	1(+) 2.22	1(+) .75	1(+) 3.33	8(-) .15	.04	1(+) .78	.02
UM M	8(-) 1.83	3.32	2.09	.69	3.09	.20	7(-) .03	.74	.02
F	1.96	3.33	2.02	.69	3.14	.22	.07	.67	1(+) .05
AGE	10 > 14	10 < 14	10 < 14	10 < 14	10 < 14	10 > 14	10 > 14	10 < 14	10 < 14
SES			L > M		L > M	L < M		L > M	
SEX	M < F				M < F		M < F	M > F	
AGE-SES								10L > 10M 14L > 14M	10L > 10M 14L < 14M 10M = 10F 14M < 14F LM = LF MM < MF
AGE-SEX									
SES-SEX									

VARIABLES	117	118	119	120	233
GERMANY	SENTENCE COMPLETION				
	TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2.12	1(+) 2.37	1(+) 2.28	2.19	-.15
F	1.91	2.35	2.13	2.13	-.22
UM M	2.00	2.33	2.19	2.11	.01
F	1.96	2.37	2.12	2.21	.35
14 UL M	1.83	2.17	1.90	2.09	7(-) -.50
F	1.87	2.23	2.03	2.09	8(-) -.64
UM M	1.89	8(-) 2.00	2.00	1.91	2(+) .45
F	1.72	2.20	8(-) 1.87	2.05	1(+) .73
AGE	10 > 14	10 > 14	10 > 14	10 > 14	
SES					L < M
SEX					
AGE-SES					10L < 10M 14L < 14M
AGE-SEX					
SES-SEX					

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
GERMANY	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.84	1(+)1.65	2.53	1.63	2.51	2.55	2.59	1.96	20.31
F	1.92	1.54	2.46	1.56	2.42	2.44	2.62	1(+)2.10	20.12
UM M	1.82	1.63	1(+)2.63	1(+)1.67	1(+)2.53	2.57	2.73	1.96	20.67
F	1.68	1.32	2.13	1.38	2.00	2.11	2.38	8(-)1.70	17.89
14 UL M	1.76	1.31	2.33	1.43	2.22	2.29	2.49	1.88	18.88
F	1.88	1.40	2.30	1.46	2.18	2.34	2.60	1.92	19.38
UM M	1.88	1.37	2.51	1.51	2.33	2.49	2.58	1.93	19.91
F	1.90	8(-) .98	8(-)1.82	8(-)1.14	8(-)1.71	1.84	2.35	1.92	17.12
AGE		10 > 14		10 > 14	10 > 14				
SES									
SEX		M > F	M > F	M > F	M > F	M > F			M > F
AGE-SES	10L > 10M 14L < 14M								
AGE-SEX									
SES-SEX		LM = LF MM > MF	LM > LF MM > MF		LM > LF MM > MF	LM > LF MM > MF	LM < LF MM > MF		LM < LF MM > MF

VARIABLES	130	131	132	133	134	135	136	137	138
GERMANY	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	7(-)52.45	.06	.22	.37	.86	2.00	1.82	2.72	1.88
F	57.32	8(-) .02	.18	.36	.84	1.94	1.86	2.66	1.88
UM M	8(-)50.92	.12	.31	.61	.98	1.98	2(+)1.92	2.77	1.96
F	59.51	.17	.28	.55	.77	1.98	1(+)1.92	1(+)2.82	1.94
14 UL M	61.59	.12	.24	.57	.84	1.96	1.76	2.63	1.86
F	67.58	.12	.28	.46	.84	1.98	1.80	2.48	1.96
UM M	2(+)72.79	.23	.33	.67	.95	1.98	7(-)1.62	2.47	1.94
F	1(+)73.33	1(+) .27	.45	.82	.69	1.94	8(-)1.56	8(-)2.30	1.84
AGE	10 < 14	10 < 14		10 < 14			10 > 14	10 > 14	
SES	L < M	L < M	L < M	L < M					
SEX	M < F				M > F				
AGE-SES							10L < 10M 14L > 14M		
AGE-SEX									
SES-SEX					LM = LF MM > MF				

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
GERMANY	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	2.54	1.86	2.78	2.62	22.74	8(-)49.40	.18	.14	7(-) .52	1.30
F	2.32	1.82	2.72	2.64	22.38	53.94	.10	.26	8(-) .48	1.26
UM M	2.52	1.92	2.81	2.79	23.29	7(-)49.98	.17	.19	.60	1.35
F	2.43	1.90	2.82	2.76	23.10	6(-)52.59	.29	.27	.98	1.27
14 UL M	2.08	1.67	2.53	2.61	21.67	54.12	.16	.35	.78	1.45
F	2.34	2.09	2.84	2.86	23.14	3(+)63.94	.38	.42	1(+)1.14	1.32
UM M	2.13	1.83	2.81	2.74	22.62	2(+)65.21	.19	.21	.68	1.47
F	1.98	1.96	2.72	2.64	21.68	1(+)73.88	.32	.40	2(+)1.10	1.20
AGE	10 > 14					10 < 14		10 < 14	10 < 14	
SES						L < M				
SEX						M < F	M < F	M < F	M < F	M > F
AGE-SES						10L = 10M 14L < 14M			10L < 10M 14L > 14M	
AGE-SEX										
SES-SEX				LM < LF MM > MF						

VARIABLES	149	150	151	152	153	154	155	156	157
GERMANY	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.78	.88	1.36	.96	.70	.58	2.30	2.08	14.14
F	1.82	1.26	1.92	1.28	.80	.64	2.38	2.16	1(+)15.96
UM M	1.76	.86	1.31	.98	.67	.45	2.31	2.12	13.86
F	1.64	1.02	1.40	1.00	.36	.32	2.30	2.06	13.92
14 UL M	1.67	8(-) .57	8(-) .94	8(-) .61	.49	.37	2.18	1.92	8(-)11.76
F	1.86	1(+)1.79	1(+)2.06	1(+)1.47	.55	.41	2.31	1.86	15.41
UM M	1.79	.91	1.43	.96	.57	.43	2.36	1.91	13.85
F	1.78	.80	1.26	.92	.58	.46	2.22	2.06	13.38
AGE								10 > 14	
SES									
SEX		M < F	M < F	M < F					M < F
AGE-SES									
AGE-SEX									
SES-SEX		LM < LF MM < MF	LM < LF MM = MF	LM < LF MM = MF					LM < LF MM = MF

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
GERMANY	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	8(-)44.78	.04	8(-) .20	8(-) .56	.60	2.00	1.98	3.00	1.36
F	52.36	0.00	.46	.96	1(+) .76	2.00	1.86	2.86	1.34
UM M	7(-)48.76	.08	.51	.82	.55	2.00	1.92	2.92	1.36
F	50.00	.04	.42	.86	.60	2.00	1.86	2.90	1.28
14 UL M	58.37	.02	.33	.71	8(-) .35	1.96	1.90	3.00	1.42
F	2(+)64.24	.08	.61	1.02	.76	2.00	1.86	3.00	1.34
UM M	60.17	0.00	.47	1.00	.55	2.00	1.85	3.00	1.26
F	1(+)71.12	.10	1(+) .68	1(+)1.46	.56	2.00	1.84	2.96	1.22
AGE	10<14		10<14	10<14				10<14	
SES				L<M					
SEX	M<F		M<F	M<F	M<F				
AGE-SES									
AGE-SEX		10M>10F 14M<14F							
SES-SEX					LM<LF MM<MF				

VARIABLES	167	168	169	170	171	172	173	174	175	176
GERMANY	STORY COMPLETION									
	Story Four Solver	Story Four Implementa-tion	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	2.46	2.44	2.84	1.92	22.06	8(-)48.24	.56	8(-) .28	8(-) .98	1.72
F	2.00	1.98	2.72	2.00	20.94	53.36	.58	.52	1.18	1.54
UM M	2.50	2.46	2.80	1.92	21.98	7(-)49.84	.44	.36	1.06	1.70
F	2.16	2.12	2.78	1.96	21.30	60.18	.32	.54	1.08	1.58
14 UL M	2.42	2.46	2.68	1.78	21.38	59.68	8(-) .30	.50	1.14	1.62
F	2.22	2.26	2.80	1.88	21.44	64.78	.46	1(+) .96	1(+)1.74	1.52
UM M	2.32	2.32	2.81	1.85	21.64	2(+)65.15	.38	.60	1.43	1.64
F	2.44	2.46	2.86	1.94	22.04	1(+)72.92	1(+) .72	.66	1.72	1.76
AGE				10>14		10<14		10<14	10<14	
SES						L<M				
SEX	M>F	M>F				M<F		M<F	M<F	
AGE-SES							10L>10M 14L<14M			
AGE-SEX					10M>10F 14M<14F		10M>10F 14M<14F			
SES-SEX										

FIGURE 1

GERMANY - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
GERMANY	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	2.00	1.37	2.79	1.17	1.79	2.23	2.60	2.30	20.89
F	1.96	1.86	3.00	1.29	1.65	2.45	2.73	2.31	21.39
UM M	1.96	1.88	2.96	1.35	1.96	2.59	2.73	2.22	21.65
F	2.00	1.72	2.80	1.38	1.70	2.46	2.64	2.40	21.18
14 UL M	2.00	1.80	2.90	1.33	1.78	2.39	2.61	2.31	21.24
F	2.00	1.86	3.00	1.12	1.58	2.88	2.92	2.48	22.42
UM M	2.00	1.81	2.91	1.23	1.60	2.43	2.60	2.15	20.94
F	1.98	1.80	2.92	1.31	2.02	2.76	2.86	2.35	22.18
AGE									
SES									
SEX						M < F	M < F	M < F	M < F
AGE-SES									
AGE-SEX							10M < 10F 14M < 14F		10M = 10F 14M < 14F
SES-SEX			LM < LF MM > MF						

VARIABLES	186	187	188	189	190	191	192	193	194
GERMANY	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	8(-)40.34	.32	8(-) .17	.66	1.66	1.90	1.63	2.61	1.35
F	45.96	.29	.43	.92	1.67	1.94	1.32	2.32	1.26
UM M	7(-)42.51	.31	.20	.76	1.61	1.98	1.49	2.49	1.27
F	48.94	.24	.44	.94	1.54	1.96	1.27	6(-)2.19	1.13
14 UL M	46.57	.53	.20	.69	1.65	1.96	1.42	2.50	1.15
F	2(+)60.34	.40	.40	.86	1.86	2.00	1.55	1(+)2.85	1.09
UM M	53.77	.13	.38	.98	1.79	2.00	1.66	2.78	1.32
F	1(+)63.18	.24	1(+) .59	1.04	1.78	1.98	1.50	2.79	1.08
AGE	10 < 14				10 < 14			10 < 14	
SES	L < H	L > H							
SEX	M < F		M < F				M > F		M > F
AGE-SES									
AGE-SEX							10M > 10F 14M = 14F	10M > 10F 14M < 14F	
SES-SEX									

FIGURE 1
GERMANY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
GERMANY	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	1.84	2.06	2.71	1.94	20.33	8(-)38.59	.10	.61	8(-)1.08	1.37
F	1.68	1.92	2.62	1.98	19.44	49.04	.12	.92	1.40	1.34
UM M	1.62	1.89	2.64	8(-)1.82	19.56	7(-)39.27	.09	.64	1.27	1.36
F	1.56	1.88	2.69	7(-)1.88	18.94	48.81	.08	.90	1.60	1.25
14 UL M	1.56	1.92	2.73	2.00	19.79	49.77	.13	.65	1.38	1.46
F	1.83	1.98	2.89	1(+)2.15	21.26	2(+)67.15	.19	.83	1.57	1.62
UM M	1.93	2.12	2.83	2.02	21.20	49.44	.10	.73	1.15	1.59
F	1.85	2.06	2.85	2(+)2.15	20.94	1(+)67.56	.27	1.00	1(+)2.00	1.65
AGE			10<14	10<14	10<14	10<14				10<14
SES										
SEX				M<F		M<F		M<F	M<F	
AGE-SES										
AGE-SEX						10M<10F 14M<14F				
SES-SEX										

VARIABLES	205	206	207	208	209	210	211	212	213
GERMANY	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	2.00	1.84	2.84	1.12	2.36	2.00	2.68	2.40	21.88
F	2.00	1.80	2.72	1.12	2.22	1.90	2.62	2.24	21.10
UM M	1.98	1.78	2.76	1.18	2.53	2.02	2.86	2.47	22.22
F	1.94	1.67	2.61	1.04	2.02	1.80	2.67	2.37	20.86
14 UL M	1.96	1.85	2.83	1.04	2.59	1.98	2.80	2.28	22.09
F	1.98	1.82	2.86	1.00	2.16	1.86	2.78	2.18	21.68
UM M	1.96	1.74	2.59	1.04	1.93	1.67	2.57	2.33	20.54
F	1.96	1.58	2.54	.96	2.08	1.88	2.76	2.28	20.94
AGE				10>14				10>14	
SES		L>M	L>M						
SEX					M>F			M>F	
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1

GERMANY - STAGE III

CROSS COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	216	215	216	217	218	219	220	221	222
GERMANY	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	MEAN Stance	MEAN Engagement	MEAN Initiation	MEAN Aid/Advice
10 UL M	7(-)38.88	.14	.14	.34	1.80	1.93	1(+)1.66	2.56	1.35
F	8(-)38.06	.24	.14	.46	1.72	1.94	1.65	2.56	1.39
UM M	40.67	.10	8(-) .10	.31	1.77	1.92	1.64	2.54	1(+)1.60
F	42.15	.16	.33	.55	8(-)1.61	1.88	1.55	2.41	1.31
14 UL M	42.15	.13	.11	8(-) .30	1.96	1.89	1.51	2.44	1.27
F	1(+)56.56	.32	.16	.66	1(+)2.04	1.96	1.65	1(+)2.65	1.35
UM M	44.91	.22	.30	.67	1.65	1.94	1.57	2.52	1.32
F	2(+)55.62	.34	1(+) .40	1(+) .88	1.82	1.93	8(-)1.44	8(-)2.37	8(-)1.21
AGE	10 < 14			10 < 14			10 > 14		10 > 14
SES			L < M	L < M	L > M		L > M	L > M	
SEX	M < F	M < F	M < F	M < F					
AGE-SES									
AGE-SEX	10M < 10F 14M ≤ 14F								
SES-SEX						LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF	LM < LF MM > MF

VARIABLES	223	224	225	226	227	228	229	230	231	232
GERMANY	STORY COMPLETION									
	MEAN Solver	MEAN Implementation	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instru-mentality
10 UL M	2.03	1.95	2.64	2.17	20.31	8(-)44.67	.20	8(-) .25	8(-) .64	1.34
F	1.87	1.88	2.63	2.20	20.19	6(-)50.06	.19	.42	.82	1.30
UM M	1(+)2.05	1.99	2.70	2.19	20.47	7(-)46.20	.19	7(-) .33	.77	1.33
F	8(-)1.74	1.79	2.61	2.17	19.62	51.65	.19	.45	.93	8(-)1.24
14 UL M	1.86	1.85	2.56	2.10	8(-)19.44	53.01	8(-) .17	.34	.79	1.31
F	1.84	1.97	2.73	2.19	1(+)20.67	2(+)63.37	.28	2(+) .52	1.05	1(+)1.42
UM M	1.81	1.88	2.64	2.13	20.05	3(+)58.76	.17	.42	.93	1.38
F	1.81	1.89	2.66	2.19	19.75	1(+)68.25	1(+) .32	1(+) .59	1(+)1.29	1.35
AGE						10 < 14	10 < 14	10 < 14	10 < 14	10 < 14
SES						L < M		L < M	L < M	
SEX	M > F					M < F	M < F	M < F	M < F	
AGE-SES										
AGE-SEX	10M > 10F 14M = 14F	10M > 10F 14M < 14F	10M > 10F 14M < 14F		10M > 10F 14M < 14F		10M = 10F 14M < 14F			
SES SEX			LM < LF MM > MF		LM < LF MM > MF					

FIGURE 2
GERMANY - STAGE III

GERMANY

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	10 Year Olds U.L.F.	10 Year Olds U.M.M.	10 Year Olds U.M.F.	14 Year Olds U.L.M.	14 Year Olds U.L.F.	14 Year Olds U.M.M.	14 Year Olds U.M.F.
1.	Altruism 8.79	Intell.S. 9.32	Intell.S. 8.72	Intell.S 9.27	Intell.S 8.85	Self-Sat. 9.18	Economic 8.77	Altruism 9.60	Intell.S. 9.00	Altruism 9.93	Security 9.62	Self-Sat. 9.83	Creat. 9.15	Self-Sat. 9.77
2.	Intell.S. 8.67	Self-Sat. 9.22	Self-Sat. 8.65	Self-Sat. 8.59	Creat. 8.82	Intell.S. 9.14	Creat. 8.71	Self-Sat. 8.53	Creat. 8.96	Intell.S. 9.35	Intell.S. 9.27	Intell.S. 9.30	Intell.S. 9.01	Intell.S. 9.70
3.	Economic 8.03	Assoc. 8.38	Economic 8.47	Altruism 8.17	Economic 8.41	Altruism 8.80	Intell.S. 8.12	Economic 8.26	Altruism 8.43	Self-Sat. 8.59	Economic 8.73	Assoc. 8.98	Self-Sat. 8.76	Assoc. 8.95
4.	Self-Sat. 8.02	Security 8.22	Security 8.33	Creat. 8.00	Security 8.26	Assoc. 8.42	Security 8.06	Intell.S. 8.20	Success 8.37	Assoc. 8.03	Self-Sat. 8.51	Variety 8.49	Economic 8.36	Variety 8.88
5.	Creat. 7.92	Economic 8.19	Success 7.90	Assoc. 7.79	Self-Sat. 8.06	Variety 7.95	Prestige 7.78	Success 8.16	Economic 7.79	Variety 7.59	Creat. 8.47	Security 8.37	Assoc. 7.74	Economic 7.54
6.	Success 7.86	Variety 7.97	Altruism 7.83	Economic 7.74	Success 7.99	Economic 7.80	Success 7.76	Assoc. 7.71	Security 7.72	Economic 7.28	Success 8.15	Altruism 8.32	Success 7.68	Altruism 7.34
7.	Security 7.55	Creat. 7.74	Assoc. 7.83	Variety 7.62	Prestige 7.40	Security 7.51	Self-Sat. 7.71	Prestige 7.26	Prestige 7.58	Creat. 7.27	Assoc. 7.83	Economic 8.11	Prestige 7.66	Security 7.23
8.	Prestige 7.38	Success 7.59	Creat. 7.66	Success 7.55	Assoc. 7.21	Success 7.45	Altruism 7.20	Security 7.25	Self-Sat. 7.26	Security 7.17	Variety 7.14	Success 7.52	Security 7.65	Indep. 7.16
9.	Assoc. 7.25	Altruism 7.21	Variety 7.32	Security 7.44	Altruism 7.20	Creat. 6.84	Assoc. 6.82	Variety 6.85	Father 6.78	Success 7.15	Prestige 6.59	Surround. 7.16	Variety 7.38	Success 6.99
10.	Variety 6.96	Indep. 6.79	Prestige 6.86	Prestige 7.01	Variety 6.98	Surrouhd. 6.66	Variety 6.79	Surround. 6.78	Variety 6.61	Prestige 6.89	Indep. 6.46	Creat. 6.75	Indep. 7.15	Surround. 6.63
11.	Surround. 6.16	Prestige 6.49	Surround. 6.59	Indep. 6.29	Indep. 6.28	Prestige 6.46	Surround. 6.20	Creat. 6.72	Assoc. 6.45	Surround. 6.06	Surround. 6.22	Indep. 6.38	Altruism 6.98	Creat. 6.60
12.	Father 5.55	Surround. 6.42	Indep. 5.90	Surround. 5.98	Surround. 5.91	Indep. 5.91	Indep. 5.64	Indep. 5.12	Indep. 5.88	Esthet. 5.91	Altruism 6.19	Prestige 5.79	Surround 5.65	Prestige 5.91
13.	Indep. 5.41	Esthet. 4.03	Manage. 4.72	Father 5.01	Father 5.07	Esthet. 5.10	Father 5.45	Manage. 5.11	Surround. 5.59	Father 5.21	Manage. 4.74	Esthet. 4.08	Father 4.57	Esthet. 5.72
14.	Manage. 4.76	Manage. 4.02	Esthet. 4.26	Esthet. 4.48	Manage. 4.90	Father 3.91	Manage. 5.31	Father 4.76	Manage. 5.03	Indep. 4.98	Esthet. 3.61	Manage. 3.72	Manage 4.53	Father 3.47
15.	Esthet. 4.70	Father 3.43	Father 3.97	Manage. 4.06	Esthet. 3.64	Manage. 3.88	Esthet. 4.66	Esthet. 4.69	Esthet. 3.55	Manage. 3.59	Father 3.47	Father 2.20	Esthet. 2.72	Manage. 3.10

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

GERMANY

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

The hypothesis was verified in Stage III as the upper-middle class scored significantly higher than did the upper-lower class.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

The data supported this hypothesis only for the Raven and for Reading Achievement. There were no social class differences for Math Achievement and Grade Point Average. Thus, the hypothesis was only partially verified.

> Females will have higher Achievement scores than will males.

This hypothesis was completely unverified. On Math Achievement, the males scored significantly higher and on the other three measures there were no significant social class differences.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectation than will upper-lower class children.

This hypothesis was verified as the upper-middle class children scored significantly higher on Occupational Expectation than did the upper-lower class.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will the upper-lower class children.

This hypothesis was also verified as the upper-middle class scored significantly higher on Occupational Aspiration than did the upper-lower class.

Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was rejected as there was no significant social class difference in this discrepancy score.

Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values, six showed significant social class differences, four in favor of the upper-lower class and two in favor of the upper-middle class. Thus, the hypothesis received very moderate support only.

Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was verified as the upper-lower class scored significantly higher on the Extrinsic Total than did the upper-middle class. They also scored higher on three of the seven individual Extrinsic values.

Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified as the males scored significantly higher than the females on Expectation level.

Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis also was verified as the males scored significantly higher than did the females on Occupational Aspiration.

Males will prefer different Occupational Values than will females.

Of the fifteen Occupational Values, twelve showed significant Sex differences. Of these, six were in favor of females and six in favor of males. Thus, the hypothesis received fairly good verification with German data.

Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified as the females scored higher on the Total Intrinsic scale than did the males.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also verified as the males scored significantly higher than did the females on the Total Extrinsic scale.

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory there were no social class differences.

Turning next to the Sentence Completion, out of forty-eight variables, thirteen showed significant social class differences, primarily in the area of Authority and Anxiety as well as in the Total Score.

On the Story Completion, out of one hundred four variables, nineteen showed significant social class differences. Thus, overall, there was rather poor support for the hypothesis of social class differences in Coping Style.

Males will demonstrate a different style of coping than will females.

On the Social Attitudes Inventory there were no significant Sex differences. Turning next to the Sentence Completion, out of forty-eight variables, eighteen showed significant Sex differences. Turning finally to the Story Completion, out of one hundred four variables, forty-five showed significant Sex differences. Thus, overall there was moderate support for the hypothesis of Sex differences in Coping Style, with primary support coming from Story Completion data.

The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

On the Sentence Completion, males scored higher on Neutral Affect three out of five times, though females scored significantly higher on one occasion. Females scored significantly higher on Depressive Affect on three out of five occasions, while males scored higher on Hostile Affect twice.

Looking at Story Completion data, for Response Length, on six of the seven stories the females scored significantly higher. On all significant Affect measures also the females scored significantly higher. The males scored higher on three out of seven occasions on the dimension of Solver. Thus, the hypothesis was supported only for Response Length, Solver, and for the Affect dimensions. It must be rejected for the remainder of the dimensions.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

Of the six Sentence Completion Coping Effectiveness measures, none were significant in favor of the upper-middle class though three (Authority, Aggression, and Total Score) were significant in favor of the upper-lower class.

On the Story Completion, of the eight Coping Effectiveness measures, none of these showed any significant social class differences. Thus, the hypothesis was rejected.

GERMANY INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and the Achievement Criterion Measures.

The expectation expressed in the hypothesis could be verified for both age groups. All correlation coefficients were positive and significant as Figure 3 shows.

The most significant correlation could be found at the ten-year-old level between GPA and Mathematics (.47), while it was lower at the fourteen-year-old level (.28). This striking descending of the correlation refers to the fact, that grades include different educational objectives than the results of the achievement tests (RT) at the fourteen-year-old level. Beyond this, there were no more obvious differences in the correlations of the two groups. The nearly same covariance between Reading and Mathematics (r=.32, .36, respectively) follows the expectations.

Between the Aptitude and the three achievement data, all correlations were significant. It must be noticed, that the Raven Test had different predictional power for the achievement of the ten- and fourteen-year-old children. In the first group (ten-year-olds) we found the greatest common variance (thirty-one percent, r=.55), while it was only sixteen percent (r=.40) at the fourteen-year-old level. Opposite to this, Reading and Aptitude had the greatest significant variance of thirty-six percent (r= .60) at the fourteen-year-old level and only fourteen percent (r= .37) at the ten-year-old level. Another difference between the two groups indicated the common variance between Aptitude and GPA, which came up to sixteen percent (r=.40) at the ten-year-old level and only to four percent (r= .20) at the fourteen-year-old level.

Discussion and Conclusions

All correlation coefficients were significant in the expected direction. Nevertheless, we must look at those results, mainly those corresponding to the GPA and its correlating variables, very critically. It must be presumed that all correlation coefficients, mainly those between Raven and GPA, are too low due to the already mentioned methodological artifact. The methodical problem is, that the intelligence distribution is the same for all children of one age group, while GPA has a very different distribution corresponding to the school system. Based on this different distribution of intelligence, for example in high school and elementary school, children of the high school with high intelligence get with high probability the same GPA as children of the elementary school with lower intelligence. So far, very different distributions of three different school systems with different intelligence distributions, different achievement expectations, social background, etc., superpose the GPA in an inadmissible manner. It would be better

to compute the correlations, for example, between Aptitude and GPA separately for the different school systems. It can be supposed that we then could really find higher correlations.

Because of this evident artifact, we can make no conclusions and only so far as the analysis was methodically clear, the expected results were found: average correlation coefficients between the criterion-tests and a significant relationship between Aptitude and Reading, respectively, Mathematics Achievements.

As usual and expected, aptitude tests predict an amount of twenty-five percent of the whole achievement variance. This makes clear, that the connection between aptitude and achievement is not a problem of cultural or national factors. The German results showed the same relation as already mentioned in studies in USA, England, and Scandinavia.

Altogether the above hypothesis could be verified by the German data.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

Of the fifty-four correlations examined relevant to this hypothesis, thirty were significant. Of these, seventeen were significant at age ten and thirteen were significant at age fourteen.

Sixteen of the nonsignificant correlations were those with Reading Achievement, i.e., only two correlations between BRS measures and our Reading index proved significant, having, however, low values. Fewest correlations were with BRS 6 (Self-Assertion) - one, followed by BRS 10 (Anxiety) - two, and BRS 4 (Interpersonal Relationships) and BRS 8 (Solver) - three each.

With relatively few exceptions, correlations are either significant at both age levels or nonsignificant at age ten and age fourteen. Exceptions are: BRS 3 (Authority) correlated with Reading Achievement only for age fourteen children; BRS 4 (Interpersonal Relationships) with Math Achievement only for age ten children; BRS 6 (Self-Assertion) with Reading Achievement only for age ten children; BRS 8 (Solver) with Math Achievement only for age ten children; and finally BRS 10 (Anxiety) also showed a significant correlation both with Math and Reading Achievement only at age ten.

The correlations ranged between .14 and .49. The highest were between Academic Task Achievement and GPA (.49) and between Authority and GPA (.47), both in the ten-year-old sample. A brief overview shows that Grade Point Average correlated more highly with all BRS items than did the other two Achievement measures.

In summary, with the exception of Self-Assertion, the hypothesis was verified at age ten,considering the correlations between BRS and both Math Achievement and GPA. At age fourteen the hypothesis was not verified concerning Math Achievement and Interpersonal Relationships, Self-Assertion, Solver, and Anxiety, as well as concerning GPA and Self-Assertion and Anxiety. As for the Reading measures, the hypothesis could not be verified at any age level.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

In order to reveal and interpret the connections and implications of the fifteen values it might be useful to try some plausible categorizations. In the international program a classification of Intrinsic versus Extrinsic values have been done and analyzed. According to the differences mentioned above, the girls in the German sample preferred Intrinsic values compared with their male classmates. Middle-class children excelled lower-class children in scoring Intrinsic values. But we must keep in mind the details of the intercorrelation matrix (results of Hypotheses 3, 4, and 5 - Germany Figure 3).

The intercorrelations between the Intrinsic values, the Extrinsic values and between each other prove that the tentative a priori differentiation of these two main categories cannot be verified. Instead of this, both dimensions seem to be heterogenous: The Extrinsic dimension is represented best by the values Success, Prestige, Economic Returns, Security, which indicate significant positive intercorrelations and positive correlations with the total score. On the other hand, the values Surroundings, Associates, and Follow Father are correlated negatively. The Intrinsic dimension is characterized best by Intellectual Stimulation, Altruism, Creativity, Variety. It is characterized worst by Esthetics, Management, and Self-Satisfaction. The negative correlation between Self-Satisfaction and the Intrinsic Total score is very astonishing, but it can be explained well by the semantic difference in the German questionnaire mentioned above. A factor analysis would find out some more dimensions based on these intercorrelations, though the small number of fifteen values hinders those further statistical procedures.

Nevertheless the different, heterogenous relations between the fifteen values and the two dimensions must be kept in mind when interpreting differences by Sex and SES on the Extrinsic and the Intrinsic dimensions, as indicated in Figure 1.

In addition to the differentiation of Extrinsic and Intrinsic Occupational Values it would be useful to choose another categorization: values which are related to the individual motives and inclinations of the subjects (orientation toward the own personality) and values which are representing the real requirements of the world of work. A tentative a priori classification could be done in the following way: Orientation toward the own personality -- Independence, Self-Satisfaction, Intellectual Stimulation, Creativity, Associates, (Variety), (Management), Success, Security, Prestige, and Economic Returns. Orientation toward the world of work -- Altruism, (Management), (Follow Father).

By this concept it becomes clear that the selection of the fifteen values was influenced by a special concept of occupational choice, whose main aspects were individual motives and opinions of "autonomous" personalities. Whereas the manyfold special requirements and technological and institutional demands and the alienating conditions of the occupational scenery were not taken into consideration. Most of the young people, at least in Germany, do not have the aptitudes and chances to get so many favorable and fascinating conditions in work as described by the items. But they have to do more simple and inferior activities, just as jobs in a bureau, administration, sale, service, machine halls, repair shops, etc. Consequently the fifteen values of the inquiry are representing more the individual preferences and attitudes and merely hobby inclinations than the different tasks of occupations. For example, the item "Associates" (work in which you can be with people you like) is somewhat vague and not directly related to the real situation at a place of work. In a modified formulation this factor of "cooperation" would have received more importance. In different empirical studies in German about job satisfaction and occupational choice the indicators of cooperation in the job and the preference of a job in which you can get along well and without trouble with foremen and colleagues have proved to be of great influence.* It is beyond question, that the values indicate some serious aspirations and expectations of the ten- and fourteen-year-old pupils concerning their future career. But reducing these aspects merely into one direction, i.e. of individual personality demands, the situation and period of occupational choice loses its real function in the youth's socialization by work and growing up into the society of the adults.

* W. Jaide, Zur Integration der Jugend in die Arbeitswelt, in: Deutschland Archiv, Sonderheft "Industriebetrieb and Gesellschaft in der DDR", Oktober 1970, Koln.

With regard to these limitations it would be interesting to clarify more distinctly the relations between the occupational values and the real or supposed situation of work by correlating each of the fifteen values with the occupational aspirations and the preferred jobs* in the Occupation Interest Inventory. Maybe this would give a better control about the subjects' awareness of their individual plans and their possibilities of realization.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

Of the six correlations examined, all were significant in the predicted direction, at both age levels. The correlations ranged quite high, i.e., between .63 and .76. The highest ones were between Occupational Expectation and Educational Aspiration and between Occupational Expectation and Occupational Aspiration (.76 and .74, respectively). While the first was in the fourteen-year-old sample, the second refers to the ten-year-old children.

Both age groups differ most concerning the strength of correlations between Occupational Expectation and Educational Aspiration (10: .64; 14: .76), whereas the difference is zero considering the strength of correlation between Educational Aspiration and Occupational Aspiration.

In summary, it may be concluded that the hypothesis was verified in both age groups. The high correlation between Occupational Expectation and Educational Aspiration at age fourteen is probably due to the German school system, according to which a fourteen-year-old boy or girl in elementary school (Volksschule) is not any more free to choose between occupations as is the fourteen-year-old Gymnasium student. That is, the German school system at the time of this study, tended to support the difference between the social classes. Who visited a Gymnasium, knew fairly well that he would certainly have an upper-middle class job later, while for the fourteen-year-old child visiting a Volksschule generally only upper-working class jobs were possible to get.

* cf. Strong, Kuder, etc.

Hypothesis 7: There will be a positive relationship between the two Occupational Interest Discrepancy measures.

This hypothesis was verified at both age levels, as both correlations were significant in the predicted direction. The correlation in the ten-year-old age group did not differ substantially from that in the fourteen-year-old age group (.36 and .38, respectively).

Hypothesis 8: There will be positive relationships among the SAI "Good Coping" measures across the five behavior areas.

Of the twenty correlations examined which pertained to this hypothesis, eighteen were significant in the predicted direction, ten in the older, and eight in the younger age-group. Excluded are correlations with the Total Score.

The two lacking correlations are between Interpersonal Relations and Authority and between Interpersonal Relations and Anxiety (both at the age ten level).

The range of correlations was between .18 and .61. The highest showed between Interpersonal Relations and Task Achievement at age ten, followed by that between Aggression and Authority (.59) at age fourteen, between Authority and Task Achievement (.56) and between Aggression and Task Achievement (.55),both at age fourteen, too.

The individual scales were highly correlated with the SAI Total score, the greatest contribution being from Aggression (.76, .85), followed by Task Achievement (.74, .80). Anxiety contributed least with correlations of .54 (age ten) and .52 (age fourteen). Thus, it is legitimate to say that the Total scores reflect to a great extent the individual measures.

Summing up these results, the hypothesis was verified at both age levels, i.e., "good coping" behavior as assessed by this instrument is apparently not limited to one behavior area.

Hypotheses 10 - 13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of the twenty correlations examined, only three were significant in the predicted direction. Two were significant at the age fourteen level and one at the age ten level; and one was significant in the opposite direction (between Task Achievement and Aggression at the ten-year-old level). One of the three correlations was between Interpersonal Relations and Authority (fourteen-year-old sample) and two were between Task Achievement and Authority (both age groups). The correlations ranged between .17 and .26.

All Stance scores were significantly correlated with the Total Stance score. The highest contributions came from Authority (.61, .70), followed by Interpersonal Relations (.54, .60) and Anxiety (.51, .49). The lowest contribution to the Total Score was from Aggression (.31, .36). Generally, one may infer from this finding that the Total Score represented quite good the Stance measure, the relatively low correlation with Aggression being a hint that Stance in Aggression situations as offered by the Sentence Completion stems might be something different than Stance in the other four situations.

The correlation between Task Achievement and Authority at both age levels might indicate the fact that tasks at these age levels are generally given by Authorities so that the "confrontation behavior" in both areas is not so different from each other.

Overall, however, the hypothesis for Stance must be rejected, though Authority Stance was correlated more frequently with Stance in other areas, as well as with the Total Score.

Engagement

Only four correlations were significant, out of a total of twenty possible ones. Two were significant at age ten and two at age fourteen, but none were significant at both age levels. For the younger age group we found a correlation between Anxiety and Aggression and between Task Achievement and Authority, for the older age group two correlations with Task Achievement: one with Anxiety, the other with Interpersonal Relations. Three correlations have a value of .15, one correlation has a value of .14.

All Engagement scores correlated significantly and positively with the Total Engagement score, the greatest contribution coming from Task Achievement (.58, .63) and Interpersonal Relations (.54,.61),followed by Anxiety (.54, .50).

In sum, the hypothesis for Engagement cannot be verified because of the small number of significant relationships and the low values of the correlations.

Aid/Advice

Of the twenty correlations examined, four were significant in the predicted direction, two at age ten and two at age fourteen. There was one correlation significant at both age levels: between Anxiety and Aggression.

Three correlations were between Aggression and another behavior area -- Authority (at age fourteen) and Anxiety (at both age levels), and one was between Task Achievement and Interpersonal Relations. The range of correlations was between .14 and .17, that is there was no substantial difference.

All individual Aid/Advice scores were significantly correlated with the Total Aid/Advice score. The highest contributions were from Aggression (.56, .65) and Authority (.57, .62). The smallest contribution yielded the area of Task Achievement (.27, .24).

In summary, with only four correlations significant, this hypothesis has to be rejected for both age groups.

Coping Effectiveness

Of the twenty correlations examined, nearly three fourths (fourteen) were significant, according to the hypothesis. Eight were significant at the age ten level and six at the age fourteen level.

The following correlations were significant at both age levels: between Authority and Aggression, between Authority and Interpersonal Relations, between Authority and Task Achievement, and between Task Achievement and Interpersonal Relations.

Significant at age ten, only, were the following relationships: between Anxiety and Aggression, between Anxiety and Authority, between Anxiety and Interpersonal Relations, and between Anxiety and Task Achievement. Significant at age fourteen, only, were the relationships between Aggression and Interpersonal Relations and between Aggression and Task Achievement.

The range of correlations was from .14 to .42, the highest being between Task Achievement and Authority at age ten, followed by, again, a correlation between Task Achievement and Authority at age fourteen (.37). Authority was correlated most frequently with Coping scores in other areas (seven times), followed by Task Achievement and Interpersonal Relations (six each).

All individual Coping Effectiveness scores were significantly and positively correlated with the Total Score. The highest contribution came from Authority (.70, .73) and Task Achievement (.68, .66). Though there were two correlations with the Total Score of .38 and .39, one can say without exaggerating that it is a good representation of the Coping Effectiveness measure.

In summary, it is justified to say that the hypothesis was not totally confirmed but strong support was nevertheless given to it concerning this important index called coping effectiveness.

With some caution one might interpret the above results in that way that effective behavior in the Authority area seems best to predict effective behavior in the other areas. If this is typical for Germany it should also show up in the Intercountry analysis in Volume VI.

Hypothesis 14: There will be a positive relationship among the Coping Style Dimension Total scores and the Coping Effectiveness Total score.

Of the twelve correlations examined, all twelve were relatively highly significant in the predicted direction.

The smallest value was .63, the highest .94. The highest correlations were between Total Engagement and Total Aid/Advice (.94, .91).

Apparently, high scores on each Coping Style dimension were related to one another to a great degree, and since Coping Effectiveness ratings were based to a great extent on Coping Styles utilized, one would expect this relationship also to be quite high.

Overall, the hypothesis was verified at both age levels.

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and the Attitude Total score across behavior areas.

Eight of the twelve correlations examined were significant in the predicted direction. All eight correlations (or four pairs) showed a significant and positive value at both age levels. These were: between Task Achievement and Authority, Anxiety, and Interpersonal Relations; and between Interpersonal Relations and Authority.

The correlations ranged between .14 and .34, the highest one being between Interpersonal Relations and Authority, the next highest being between the same behavior areas, but at age fourteen (.34 being at age ten).

All Attitude measures were significantly and positively correlated with the Total Attitude score. The greatest contribution to the Total Score was from Authority (.76, .75) followed by Interpersonal Relations. Anxiety contributed the least to the Total Score, with values of .29 and .28. Obviously, attitude toward anxiety-provoking situations as measured by the Sentence Completion instrument does not allow a reliable prediction of attitude in the Authority, Interpersonal Relations and Task Achievement areas.

In summary, support can be given to the hypothesis because two thirds of the possible correlations showed a relationship in the predicted direction.

Hypotheses 16-19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores.

Hostile Affect

Of the twenty correlations under examination, eleven were significant in the predicted direction. Seven of these were in the ten-year-old sample, four in the fourteen-year-old sample.

Eight correlations indicated a relationship between two behavior areas at both age levels: Authority and Task Achievement, Interpersonal Relations as well as Aggression, and Interpersonal Relations and Anxiety. Significant at age ten, only, were the following relationships: between Aggression and both Anxiety and Interpersonal Relations, and between Task Achievement and Interpersonal Relations. None was significant at age fourteen only.

The correlations ranged from .14 to .35. The highest was between Task Achievement and Authority, followed by that between Interpersonal Relations and, again, Authority, both for the fourteen-year-old sample.

All Hostile Affect scores were significantly and positively correlated with the Hostile Affect Total score. The greatest contribution to the Total Score was Authority (.69, .68) followed by Interpersonal Relations and Aggression (.69, .61 and .57, .54, respectively). The least contribution came from Anxiety: .44,.40, but generally one can say that the Total Hostile Affect score represented fairly well the Hostile Affect measure.

Taking into account the finding that seven out of ten possible correlations in the ten-year-old sample, but only four of ten possible correlations in the fourteen-year-old sample showed a significant value, one can accept the hypothesis for the age ten group, but must reject it for the age fourteen group. One reason for this might be that the older children of this study differentiate more as to this type of affect in problem situations than do younger children. This finding should not be confined to one country alone, because it seems to indicate something like a "law" in developmental psychology, at least for the explanation of the development of a certain affect behavior in cultures like the West German ones.

Depressive Affect

Of the twenty correlations examined, only six were significant in the predicted direction. Of these, one was significant in each age group: between Anxiety and Authority (10: .24) (14: .16). Significant at age ten only was the relation between Task Achievement and Interpersonal Relations. At age fourteen only, there were the correlations between Authority and Aggression, between Anxiety and Aggression, and between Anxiety and Interpersonal Relations.

The range of correlations was between .14 and .24 (twice). The highest was between Anxiety and both Authority and Interpersonal Relations, but in the first case at age ten, in the second at age fourteen.

All but one individual Depressive Affect scores were significantly correlated with the Total Score. The greatest contribution to the Total Score was from the Authority area (.75, .67), immediately followed by the Anxiety area (.66, .74). The least contribution came from the Aggression behavior area, where significance was not reached at age ten, and the correlation with the Total Score at age fourteen was .30. With the exception of this area, the Total Score appeared to be a fairly good representation of the Depressive Affect measure. Obviously, however, Depressive Affect in "Aggression" situations, as assessed by the Sentence Completion instrument, cannot be compared with the same kind of affect in other behavior areas, at least not, if one takes the ten-year-old sample alone.

In conclusion, the hypothesis must be rejected at both age levels.

Neutral Affect

Of the twenty correlations examined, sixteen were significant in the predicted direction. Eight of these were significant in the ten-year-old sample, eight in the fourteen-year-old sample.

There were fourteen correlations (or seven pairs) which were significant in both age groups. These were: between Aggression and Authority, Anxiety, and Interpersonal Relations; between Authority and Anxiety, Interpersonal Relations, and Task Achievement; and between Anxiety and Interpersonal Relations.

The correlations ranged between .14 and .25, the highest being between Authority and Aggression at age fourteen, followed by that between Authority and Task Achievement at age ten, and that between Aggression and Interpersonal Relations, also at age ten.

All individual Neutral Affect scores were positively and significantly correlated with the Total Score. The areas contributing the most to the Total Score were Authority (.69, .71) and Interpersonal Relations (.66, .59). Thus, the Total Score appeared to be a fairly good representation of the Neutral Affect measure.

In total, one can say that the hypothesis was without doubt verified in both age samples.

Positive Affect

Of the twenty correlations examined, only three were significant. Of these, all three were significant at the ten-year-old age level. The relationships were the following ones: between Authority and both Interpersonal Relations and Task Achievement, and between Task Achievement and Interpersonal Relations.

Two of the three values were astonishingly high: .40 (Authority - Interpersonal Relations) and .44 (Authority - Task Achievement).

Six of the ten individual scales were significantly correlated with the Positive Affect Total score, the highest contribution coming from the Anxiety behavior area (.74, .86). The next high contribution to the Total Score was yielded by Task Achievement, though it was considerably smaller: .51, .56. Generally, the Total Score does only partially appear to be a good representation of the Positive Affect measure.

Summing up the relatively poor results, one must say that the hypothesis was not at all verified, mainly because of lacking significant correlations.

One possible reason, though it cannot be inferred from the correlation matrix, is that too small a number of positive affect indices had been given in the protocols. This seems to be confirmed by the fact that at the age fourteen level no correlation did appear. Obviously, the fourteen-year-old children of this study were more reserved as to showing positive feelings in one of the offered problem situations, whereas the ten-year-olds apparently showed Positive Affect in the three behavior areas Authority, Task Achievement, and Interpersonal Relations.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measure.

Of the four correlations of Total Attitude with the two Negative Affect measures, two were significant in the predicted (negative) direction, whereas one (for Total Depressive Affect: age ten) was opposite of that predicted and the other was not at all significant (age fourteen). What concerns the relationship between Total Attitude and Total Positive Affect, there did not exist a significant correlation, neither at age ten nor at age fourteen.

Both correlations significant in the predicted direction were between Attitude and Hostile Affect (-.32, -.24).

Considering the above results, the hypothesis must be rejected what concerns the relationship between Total Attitude and Total Positive Affect. The hypothesis concerning the relationship between Total Attitude and Total Depressive Affect has also to be rejected, because the one small correlation at age ten has a value opposite to the hypothesis, i.e., positive instead of negative.

The relationship between Total Attitude and Total Hostile Affect, however, was confirmed according to the hypothesis. This negative relationship appears, by the way, to be stronger in the younger age-group than in the older one.

Hypothesis 21: There will be positive relationships between the Total Positive Affect measure, the Total Attitude measure and the Coping Score totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total scores.

Of the thirty-two correlations examined, twenty-three were significant in the predicted direction, twelve at age ten and eleven at age fourteen. All significant correlations with both Negative Affect measures were in the predicted direction (=16). That means that Total Stance, Total Engagement, Total Aid/Advice and Total Coping Effectiveness correlated significantly at both age levels with Total Hostile as well as with Total Depressive Affect.

The range of these negative relations in form of correlation coefficients was from -.21 to -.70. The highest were between Total Hostile Affect and Total Coping Effectiveness (-.70, -.67).

As to the relationship between the Coping score totals and the Total Positive Affect, there was only one relatively small correlation between Total Stance and Total Positive Affect at age ten (.16).

What concerns the relationship between Coping score totals and Total Attitude, however, only the correlation with Total Stance failed to be significant at both age levels. The other three coping indices showed correlations with Total Attitude, the highest of which was between Total Coping Effectiveness and Total Attitude (.35, .29).

Summing up, one can say that the first part of the hypothesis concerning the relationship between the Coping score totals and Total Positive Affect was not verified by the results, whereas there is considerable support for the assumption of a relation between the Coping score totals and Total Attitude. The hypothesized relationship between the Coping score totals and both Negative Affect measures, however, was verified.

Hypotheses 22 - 31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the total scores for Coping Style and Coping Effectiveness.

Stance

Of the forty-two correlations examined, there were only three significant: two at age ten, one at age fourteen. At age ten there were significant relationships between Aggression and Academic Task Achievement, and between Academic Task Achievement and Nonacademic Task Achievement. At age fourteen there was also a relationship between Academic and Nonacademic Task Achievement.

The correlations ranged between .15 and .22. The highest was between Academic and Nonacademic Task Achievement in the fourteen-year-old sample.

Nine individual Stance scores were significantly correlated with the Stance total score, five were not significantly correlated with it. These were Authority and Anxiety (Story Four) at both age levels, and Anxiety (Story Six) at age level fourteen. The greatest contribution to the Total Score was from Aggression (.73, .72), followed by Academic Task Achievement (.65, .59). From these findings one must concede that the Stance total score cannot be considered as a good representation of the individual measures.

Generally, the hypothesis must be rejected what concerns the Coping Style dimension of Stance.

Engagement

Of the forty-two correlations examined, six were significant, one being significant at age level ten, the rest at age level fourteen. Two correlations (or one pair) were significant at both age levels: between Anxiety (Story Six) and Academic Task Achievement. The following correlations were significant at age fourteen only: between Anxiety (Story Six) and Aggression, between Anxiety (Story Four) and Interpersonal Relations, between Interpersonal Relations and Nonacademic Task Achievement, and between Nonacademic Task Achievement and Academic Task Achievement.

The range went from .15 to .24, the highest being between Nonacademic Task Achievement and Interpersonal Relations at age fourteen, followed by that between Academic and Nonacademic Task Achievement (.21), also at age fourteen.

All individual Engagement scores were significantly correlated with the Engagement total score. The greatest contribution to the Total Score came from the Academic Task Achievement Story (.54, .60), followed by the Aggression Story (.51, .52) and the Anxiety Story Six (.49, .51); whereas the Anxiety Story Four showed the smallest correlation with the Total Score (.26, .17). From this latter result one can certainly infer that both Anxiety stems differ from each other as to what concerns elicitation of Engagement behavior. Anyway, overall, the Total Score seems to be a rather good representation of the Engagement measure.

The above findings did not indicate a real relationship between Engagement scores across the different behavior areas, and thus, the hypothesis must be rejected here.

Initiation

Of the forty-two correlations examined, only four were significant, all four in the fourteen-year-old sample. These were: between Story Four Anxiety and both Interpersonal Relations and Nonacademic Task Achievement, and between Story Six Anxiety and Academic Task Achievement as well as between Academic and Nonacademic Task Achievement.

The correlations ranged between .16 and .24, the highest being between Story Four Anxiety and Nonacademic Task Achievement.

All but one Initiation scores were significantly correlated with the Initiation total score. The highest contribution to the Total Score came from the Aggression Story (.54, .59), closely followed by the Academic Task Achievement Story (.52, .57), while, as with the dimension of Engagement, Story Four (Anxiety) contributed least to the Initiation total score, the correlation at age ten even being nonsignificant: -, .19. With this exception one can still accept the Total Score as a fairly good representation of the Initiation measure.

The hypothesis, however, cannot be accepted on the basis of the above findings.

Aid/Advice

Of the forty-two correlations examined, only one was significant: that between Authority and Aggression at age fourteen. Its coefficient has the relatively small value of -.18, i.e., it is significant in the direction opposite from that predicted.

All individual Aid/Advice scores, on the other hand, were significantly correlated with the Aid/Advice total score. The greatest contribution was from Aggression (.57, .59) and Academic Task Achievement (.49, .50); the least contribution, again, was from Story Four Anxiety (.24, .25). In general, the Aid/Advice total score was a rather weak, but acceptable representation of the Aid/Advice measure.

The hypothesis has to be rejected because of insufficient indication of a relationship according to the hypothesis.

Solver

Of the forty-two correlations examined, six were significant in the predicted direction. Of these, three were significant in the ten-year-old sample, three in the fourteen-year-old sample. Two (or one pair) were significant at both age levels. They were between Academic Task Achievement and Story Four Anxiety.

Significant at age ten, only, were the following relationships: between Story Four Anxiety and Authority, and between Story Six Anxiety and Academic Task Achievement. Significant at age fourteen, only, were the correlations between Story Six Anxiety and Aggression, and between Interpersonal Relations and Aggression.

The range of correlations was between .14 (three times) and .18, this highest correlation being between Story Four Anxiety and Authority at age ten.

All individual Solver scores were significantly correlated with the Total Solver score. The stories that contributed the most to the Total Score were Story One (Academic Task Achievement: .49, .50) and Story Three (Aggression: .47, .50). The fourteen correlational values, however, did not differ very much from each other, the range being between .39 and .50. Thus, one may say that the Total Solver score was a fair representation of the Solver dimension.

The six weak, though significant, correlations cannot support the hypothesis which therefore must be rejected.

Implementation

Of the forty-two correlations examined for this hypothesis, ten were significant, four at age ten and six at age fourteen.

Six correlations (or three pair) indicated a significance at both age levels. These were: between Interpersonal Relations and Authority, and between Academic Task Achievement and both Story Four and Story Six Anxiety. Significant at age ten, only, was the following relationship: between Story Six Anxiety and Aggression. Significant at age fourteen, only, were the relationships between Authority and both Aggression and Story Four Anxiety, and between Story Four and Story Six Anxiety.

The correlations ranged between .15 (three times) and .20. The highest was between Interpersonal Relations and Authority at age ten, the second highest was between Academic Task Achievement and Story Four Anxiety at age fourteen (.19).

All Implementation scores were significantly correlated with the Implementation total score. The greatest contribution to it came from Story Six Anxiety (.58, .54), closely followed by Story Four Anxiety (.53, .54) and Academic Task Achievement (.49, .56). In general, the Total Score could be considered a fairly good representation of the Implementation measure.

Looking at the correlations between the stories or the behavior areas they represent with regard to the Coping dimension Implementation, we cannot verify the hypothesis.

Outcome

Of the forty-two correlations examined, seven were significant in the predicted direction. Of these, three were significant in the ten-year-old sample, four were significant in the fourteen-year-old sample.

Four correlations (or two pair) showed significant correlations at both age levels. These were between Authority and Aggression, and between Academic Task Achievement and Story Four Anxiety. Significant in the ten-year-old sample, only, was the correlation between Interpersonal Relations and Authority; significant in the fourteen-year-old sample, only,were the correlations between Story Four Anxiety and Authority, and between Nonacademic Task Achievement and Interpersonal Relations.

The correlations ranged between .14 and .22, the highest being between Academic Task Achievement and Story Four Anxiety at age fourteen. The other six correlations had values between .14 and .19.

All individual Outcome scores were significantly correlated with the Total Outcome score, the highest correlation having a value of .57, followed by a correlation of .51, both contributed by Story One (Academic Task Achievement), the first value being significant at age fourteen, the second at age ten. No correlation coefficient had a value below .37, thus, one can certainly say that the Total Score represented fairly well the individual Outcome measures.

The hypothesis, on the other hand, has to be rejected because of too small a number of significant correlations in the predicted direction.

Evaluation of Outcome

Of the forty-two correlations, about one fourth or ten were significant in the predicted direction. Of these, four were significant in the ten-year-old sample, six in the fourteen-year-old sample.

There were six correlations (or three pair) being significant at both age levels. They were: between Aggression and Nonacademic Task Achievement, and between Authority and both Story Four Anxiety and Interpersonal Relations.

The following relationship was significant at age ten only: between Nonacademic Task Achievement and Story Four Anxiety. The following relationships were significant at age fourteen only: between Story Six Anxiety and both Aggression and Authority, and between Story Four Anxiety and Interpersonal Relations.

The range of correlations was between .14 (four times) and .21, this highest one being between Story Six Anxiety and Authority.

All individual Evaluation of Outcome scores were significantly correlated with the Total Score. The highest contribution came from Story Five (Authority), followed by Story Three (Aggression); the least contribution came from Story Six (Anxiety). The six values were: .54, .60; .45, .55; .29, .31. In general, the Total Score appeared to be a fairly good representation of the Evaluation of Outcome measure.

The hypothesis, however, could not be verified, in spite of weak support for it at the age fourteen level.

Coping Effectiveness

Of the forty-two correlations examined, fourteen, or one third, were significant in the predicted direction. Though the Coping Effectiveness hypothesis appears to have more support than any other Story Completion dimension, including Instrumentality which follows, an acceptance of the hypothesis is nonetheless not justified, particularly if one considers the relatively low values of the correlations. Five of these were significant in the ten-year-old sample, nine in the fourteen-year-old sample.

Six correlations (or three pair) were significant at both age levels: Story Six Anxiety with Story Four Anxiety, Academic Task Achievement with Story Four Anxiety, and Academic Task Achievement with Story Six Anxiety. Significant at age ten, only, were the relationships between Authority and both Interpersonal Relations and Nonacademic Task Achievement. At age fourteen there were the following significant relationships: between Aggression and both Authority and Story Six Anxiety, between Authority and both Story Four and Story Six Anxiety, and between Nonacademic Task Achievement and both Interpersonal Relations and Academic Task Achievement.

The correlations ranged between .14 and .24, the highest being between Authority and Aggression at age fourteen, followed by that between Authority and Story Four Anxiety (.22) at age fourteen, too.

All individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness total score. The stories that contributed the most to the Total Score were the Aggression story (.53,.60) and the Academic Task Achievement story (.57, .59). Thus, the Total Scores can be considered to be good representations of the Coping Effectiveness measure.

All in all, we must say that the hypothesis for Coping Effectiveness has to be rejected, though in the fourteen-year-old sample there was a certain tendency in the predicted direction, but the number of correlations and the strength of relation were too small.

Instrumentality

Of the forty-two correlations examined, only five, or one seventh, were significant in the predicted direction; one was significant in a direction opposite to the hypothesis: between Academic Task Achievement and Interpersonal Relations at the ten-year-old level (-.15).

Two correlations (or one pair) were significant at both age levels: between Story Six Anxiety and Academic Task Achievement. Significant in the younger age-group, only, was the relationship between Story Four Anxiety and Aggression. Significant in the older age-group, only, was the relationship between Authority and Aggression, and between Authority and Story Four Anxiety.

The range of correlations went from .15 to .21, the latter being between Academic Task Achievement and Story Six Anxiety, followed by that between Authority and Aggression (.20) -- both at the age fourteen level.

All individual Instrumentality scores were significantly correlated with the Instrumentality total score. The greatest contribution to the Total Score yielded Story Six Anxiety, followed by Story Seven Non-academic Task Achievement: .56, .51; .42, .56. The latter two values show that there was a discrepancy between the two age groups, what concerns the contribution of Story Seven to the Total Score. Generally, however, the Total Score appeared to be a fairly good representation of the Instrumentality measure.

The hypothesis must be rejected.

Hypothesis 32a - 32b: There will be a positive relationship among the Coping Style dimension Total Scores and Total Effectiveness.

Of the one hundred ten correlations examined, pertaining to the above hypothesis, ninety-six were significant in the predicted direction. Except for one, all nonsignificant correlations involved Response Length. These lacking relationships with Response Length apparently indicate that this dimension cannot be compared with the other Coping Style dimensions, because it is based on formal aspects of the story, not on its content, as with all of the other dimensions. Nevertheless, there are five astonishingly high significant correlations in the fourteen-year-old group that should be interpreted, anyway.

One other correlation did not reach significance: between Total Evaluation of Outcome and Total Stance at age fourteen, which was consistent with the finding that this dimension of Evaluation of Outcome had the lowest correlation with all of the other Coping Style dimensions.

The correlations ranged between .15 and .87. A high number of correlations showed values of .60 and above (N=34), the highest being between Total Implementation and Total Coping Effectiveness (.84, .87), followed by that between Total Implementation and Total Solver (.81, .85). The fact that Response Length and Instrumentality were relatively high correlated with each other in both age groups (.37, .32) has probably the following reason: the longer a story, the greater the probability that more instrumental acts towards a solution of the problem are made. But "more instrumental acts" does not imply necessarily more coping behavior, which explains the above found nonsignificance of correlations between Response Length and the other Coping Style dimensions. For the fourteen-year-old groups, however, there seems to be possible, to a certain degree, the differentiation between good copers and less good ones in terms of the following five dimensions: Stance, Implementation, Outcome, Evaluation of Outcome, and Coping Effectiveness. In other words, the "long story writers" are apparently the more effective copers, here.

In summary, the hypothesis was verified, with the exception of Response Length.

Hypothesis 33: There will be a positive relationship among Length of Responses across all behavior areas.

Of the forty-two correlations relevant to this hypothesis, all were significant in the predicted direction (for both age groups).

The correlations ranged between .20 and .61. The highest was between Interpersonal Relations and Aggression at age fourteen, the next highest (.60) between Story Four and Story Six Anxiety. The lowest correlations were between Nonacademic Task Achievement and Task Achievement at both age levels: .20, .29. This might have a simple reason: both stories were most distant from each other (Story One: Academic Task Achievement; Story Seven: Nonacademic Task Achievement). It must be noted, further, that there were certain discrepancies between the age groups as to a smaller number of correlations: generally, though not always, the correlations in the fourteen-year-old group were higher, sometimes substantially higher.

All individual Response Length scores were positively correlated with the Response Length total score. The greatest contribution came from Story Six Anxiety: .81, .79. The following correlations were all, thus, near each other that it would be worthless stressing any one particularly.

Summed up, the hypothesis was completely verified at both age levels. The Total Score appeared to be a very good representation of the individual measures. There is, though, a tendency for distant stories to be correlated less than adjacent stories.

Hypotheses 34-36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Positive Affect Hero

Of the forty-two correlations examined, eleven were significant in the predicted direction. Of these, four were significant in the ten-year-old sample, seven in the fourteen-year-old sample.

There were two correlations (or one pair) being significant at both age levels: between Story Six Anxiety and Story Four Anxiety. The following relationships were significant at age ten only: between Authority and both Story Four and Story Six Anxiety, and between Nonacademic Task Achievement and Story Six Anxiety. Significant at age fourteen, only, were the relationships between Nonacademic Task Achievement and both Story Five Anxiety and Academic Task Achievement; between Academic Task Achievement and both Story Four and Story Six Anxiety; and between Interpersonal Relations and, again, both Anxiety stories.

The range of correlations went from .16 to .30, this latter being between Nonacademic Task Achievement and Authority at age fourteen. The most correlated with other stories was Story Six (Anxiety) (N-6).

All individual Positive Affect Hero stories were correlated significantly with the Total Score. The highest contribution came from Story Four Anxiety (.66, .59), the next from Story Five (Authority) (.55, .53). The lowest contribution was from Story Three (Aggression) (.20, .24). Concerning Story One (Academic Task Achievement) there was a relatively high discrepancy in the correlation coefficients of the two age groups: .29, .46. All in all, the Total Score was a sufficient representation of the Positive Affect Hero measures.

The hypothesis cannot be verified, since too small a number of correlations proved to be significant in the predicted direction.

Negative Affect Hero

Of the forty-two correlations examined, fourteen, or one third, were significant in the predicted direction. Of these, five were significant at age ten, nine were significant at age fourteen.

Four of these correlations (or two pair) were significant in both age groups: between Authority and both Story Six Anxiety and Nonacademic Task Achievement. Significant at age ten, only, were the

relationships between Story Four Anxiety and Aggression, between Nonacademic Task Achievement and Story Four Anxiety, and between Interpersonal Relations and Story Six Anxiety. Significant at age fourteen, only, were the relationships between Aggression and Authority, Story Six Anxiety, Interpersonal Relations, and Nonacademic Task Achievement, as well as between Academic Task Achievement and both Anxiety stories, and finally, between Nonacademic Task Achievement and Story Six Anxiety.

The correlations ranged between .14 and .25. The highest correlations were found between Aggression and both Authority and Interpersonal Relations at age fourteen, and between Aggression and Story Four Anxiety at age ten. Most correlations with other stories showed Story Six (N=6).

All of the individual Negative Affect Hero scores were significantly correlated with the Total Score. Most contribution to this measure came from Story Six Anxiety (.60, .56), followed by Aggression (.50, .56). It is legitimate to say that the Total Score appeared to be a rather good representation of the Negative Affect Hero measure.

In summary, weak support to the hypothesis can be given in the fourteen-year-old sample (nine correlations significant of twenty-one), but with both age groups taken together it has to be rejected.

Total Affect of Hero Plus Others

Of the forty-two correlations examined, twenty-seven proved to be significant in the predicted direction. Of these, nine were significant at age ten, eighteen at age fourteen. Fourteen correlations (or seven pair) were significant at both age levels: between Aggression and Story Four and Story Six Anxiety as well as Interpersonal Relations, between Authority and Story Six Anxiety, between Story Four and Story Six Anxiety, between Nonacademic Task Achievement and Story Six Anxiety, and between Nonacademic Task Achievement and Interpersonal Relations.

Significant at age ten, only, were the following relationships: between Authority and Story Six Anxiety, and between Interpersonal Relations and Story Six Anxiety. Significant at age fourteen, only, were the following relationships: between Aggression and Authority, Academic as well as Nonacademic Task Achievement, between Authority and Story Four Anxiety, Interpersonal Relations, Academic and Nonacademic Task Achievement, between Story Four Anxiety and both Academic and Nonacademic Task Achievement, between Academic Task Achievement and Story Six Anxiety, and finally, between Academic and Nonacademic Task Achievement.

The correlations ranged between .10 and .31. The highest was between Nonacademic Task Achievement and Story Six Anxiety at age fourteen, followed by that between Aggression and Interpersonal Relations at age fourteen. The lowest correlation being still significant was between Aggression and Story Six Anxiety. Most correlations with other stories showed Story Three (Aggression) and Story Six (Anxiety): nine each.

All individual scores were significantly correlated with the Total Score for Affect of Hero plus Others. The greatest contribution was from Story Six Anxiety (.68, .63) and from Story Four Anxiety (.57, .60). Most correlations were between .40 and .50. Thus, the Total Score appeared to be a fairly good representation of the Total Affect of Hero plus Others measure.

In summary, there is tentative support of the hypothesis, if one considers only the fourteen-year-old age group, there is strong support of the hypothesis. In the ten-year-old group the tendency to express Affect in general seems to be dependent on the problem situation.

Hypothesis 37: There will be positive relationships among the Story Completion Total Positive Affect measure and the Total Coping Style measures. There will be a negative relationship among the Story Completion Total Negative Affect measure and the Total Coping Style measures.

Of the twenty correlations involving Positive Affect Hero, eleven were significant, seven at age ten and four at age fourteen. Of the twenty correlations involving Negative Affect Hero, eight were significant in the predicted direction, five at age ten and three at age fourteen.

For Positive Affect Hero, there were eight correlations (or four pair) significant in both age groups. These were with Implementation, Outcome, Evaluation of Outcome, and Coping Effectiveness. Significant at age ten, only, were the relationships with Initiation, Solver, and Instrumentality. Significant at age fourteen, only, was no correlation.

For Negative Affect Hero, there were six correlations (or three pair) that were significant at both age levels. Significant at age ten, only, were the relationships with Implementation and Coping Effectiveness. At age fourteen there was no single significant correlation.

The range of correlations for Positive Affect was between .14 and .37, the highest being with Evaluation of Outcome (.35, .37). The range of correlations for Negative Affect was between .18 and .29, the latter being with Engagement at both age levels: -.29, -.29.

There was weak indication in favor of the hypothesis what concerns the correlations with Total Positive Affect Hero. For Total Negative Affect Hero the data did not suffice to accept the hypothesis.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

Of the sixteen correlations examined, seven proved to be significant, six of these in the predicted direction, one in the opposite one (Story Four Anxiety). Of these, four (or two pair) were significant in both age groups. This was the correlation between the two variables for the Aggression story and the correlation between Coping Effectiveness and Response Length for the Nonacademic Task Achievement story. Significant at age ten, only, was the relationship between the two variables for Authority, significant at age fourteen, only, was the relationship between Coping Effectiveness and Length of Response for the Total Score. This latter finding is a confirmation of what has been said above as to the relationship between Coping Style dimension total scores and Total Coping Effectiveness, which was confined there to the fourteen-year-old group.

The correlations ranged between .15 and .23, the highest being between the two variables for Aggression at age fourteen. The negative correlation,being between the two variables for Story Four Anxiety, had a value of -.14.

In total, there could be no support for the hypothesis at either age level.

Hypotheses 39-42: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments, as well as positive relationships with the Total Score.

Stance

Of the sixteen correlations examined, the Story Completion instrument offering two stems for Anxiety (Stories Four and Six) and for Task Achievement (Academic TA: Story One; Nonacademic TA: Story Seven), none were significant. The hypothesis must therefore be rejected for both age groups.

Engagement

Of the sixteen correlations examined, four proved significant, but one of these was in the opposite direction from that predicted by the hypothesis. The three correlations according to the hypothesis were all at age ten. They were between Sentence Completion Anxiety and both Story Four and Story Six Anxiety (.15, .14) and between Sentence Completion Total Engagement and Story Completion Total Engagement (.18).

In summary, the hypothesis must be rejected, except for Anxiety and Total Engagement. For these two scores, however, the hypothesis is to be accepted for the ten-year-old age group. The only significant correlation at age fourteen was a negative correlation (-.16) for Interpersonal Relations in the two instruments.

Aid/Advice

Out of fourteen correlations examined, only two were significant in the predicted direction, both at age ten: between Sentence and Story Completion (Story Six) Anxiety (.21) and between Sentence and Story Completion Total Aid/Advice (.14).

In general, the hypothesis must be rejected, though for the Anxiety area and for Total Aid/Advice it was verified at age ten, only.

Coping Effectiveness

Of the sixteen correlations examined, only one was significant, and this was between Sentence and Story Completion Total Coping Effectiveness at age fourteen (.17). The hypothesis was not verified though the one correlation indicates that, if one takes the Total Coping Effectiveness scores a certain confirmation or validation of the results is possible from one of the instruments to the other.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

Of the sixteen correlations examined, none was significant. The hypothesis has, therefore, to be rejected.

Hypothesis 43b: The Story Completion Positive Affect measure will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, four were significant, but only one of these in the predicted direction. This was between Sentence Completion Hostile Affect and Story Three Positive Affect (-.15). The other three significant correlations had a positive value and therefore contradict the hypothesis, which must be rejected under these circumstances.

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Completion Positive Affect measures of the same behavior areas.

Of the sixteen correlations examined, one was significant in the predicted direction: between Sentence Completion Total Positive Affect and Story Completion Total Negative Affect: -.15, at age ten. The hypothesis has to be rejected, though the one correlation indicates that there is a certain relationship in the predicted direction, if one takes together all sentences and all stories.

Hypothesis 43d: The Story Completion Negative Affect measure will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, three were significant in the predicted direction. These were in the Anxiety area between Sentence Completion Depressive Affect and Story Four Negative Affect in the fourteen-year-old sample, and between Sentence Completion Total Depressive Affect and Story Completion Total Negative Affect at both age levels (values in the above order: .20, .15, .14).

Except for the correlation in the Anxiety area, the hypothesis could not be verified.

Hypothesis 44a-44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

In the Task Achievement area, four of the six correlations were significant, but one of these was significant in the opposite direction: between Aid/Advice and SAI Task Achievement (-.15). The other three correlations were for Stance, Engagement, and Aid/Advice at age ten.

In the Interpersonal Relations area, two of the six correlations were significant, both at the age fourteen level. They were with Engagement and Aid/Advice, whereas Stance showed no correlation here.

In the Authority area, again, two out of six correlations were significant, this time with Stance and Engagement, both at age fourteen, while Aid/Advice showed no correlation with SAI.

In the Anxiety area, four out of six correlations were significant, one in the opposite direction: between Stance and SAI at age fourteen (-.17). The other three correlations were with the three Coping Style dimensions at age ten.

Finally, in the Aggression area, there was only one correlation out of six, being significant in the predicted direction: between Stance and SAI at age ten (.14).

The correlations ranged between .14 and .46. The highest were between Sentence Completion Task Achievement Stance and Engagement and the SAI Task Achievement score, both at age ten: .46 (Stance), .45 (Engagement).

What astonishes, is the age discrepancy as concerns the relationship between SAI Task Achievement and Sentence Completion Task Achievement Aid/Advice (.38, -.15), and between SAI Anxiety and Sentence Completion Anxiety Stance (.32, -.17).

As to the correlations between Sentence Completion total scores and the SAI total scores, only three out of six proved significant, all three being at age ten. The highest was with Stance (.55), followed by Engagement (.52) and Aid/Advice (.29). In the Task Achievement and Aggression area correlations between Sentence Completion Coping Style scores and SAI total scores were only found for the ten-year-old group. In the Interpersonal Relations area there was only one correlation significant between the SAI total score and a Sentence Completion Coping Style dimension: Stance (at age ten). In the Authority area there were three correlations significant at age fourteen, each being between the SAI total score and one of the three Coping Style dimensions of the Sentence Completion instrument. Finally, in the Anxiety area, two significant correlations at age ten could be found between the SAI total score and Stance and Engagement. The highest correlations were found for the Task Achievement area. Correlations between the SAI total score and the Sentence Completion Coping Style dimensions Stance, Engagement, and Aid/Advice were: .72, .60, .45, all being at age ten, however.

In summary, the hypothesis could be verified in part, i.e., for the Task Achievement area at age ten, for the Interpersonal Relations and Authority areas at age fourteen, for the Anxiety area, again, at age ten, but not for the Aggression area.

Hypothesis 45a - 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

Of the one hundred twenty-six correlations examined pertaining to this hypothesis, sixty-two were significant, but twenty-eight of these were in the opposite direction, i.e., with a negative value. Of the thirty-four significant correlations according to the hypothesis, twenty-one were significant in the ten-year-old sample, thirteen were significant in the fourteen-year-old sample. Significant in the predicted direction in both age groups were only fourteen correlations, or seven pair. These were mostly between the SAI Aggression scores and Story Completion Aggression dimensions: Stance, Engagement, Initiation, Aid/Advice, Outcome. The other four correlations were for Interpersonal Relations (Stance) and Anxiety (Story Six) (Implementation).

The correlations which were significant at age ten, only, were the following ones: between SAI Task Achievement and Story Completion Aid/Advice, Solver, Implementation, and Instrumentality; between SAI Aggression and Story Completion Solver, Implementation, Evaluation of Outcome, and Instrumentality; between SAI Anxiety and Story Completion Story Four Implementation; between SAI Authority and Story Completion Solver; between SAI Anxiety and Story Completion Story Six Instrumentality.

The correlations which were significant at age fourteen, only, were the following ones: between SAI Anxiety and Story Completion Story Four Initiation and Outcome; between SAI Authority and Story Completion Instrumentality; and between SAI Anxiety and Story Completion Story Six Solver.

Not counted, of course, were the negative correlations, which were opposite to the hypothesis.

The correlations ranged between .17 and .73. The highest was between SAI Aggression and Story Completion Engagement in the ten-year-old sample, followed by that between SAI Aggression and Story Completion Aid/Advice, also in the fourteen-year-old sample. Age differences within one pair were often quite large, sometimes more than .50.

Of the ninety correlations of SAI individual scores with the Story Completion total scores, more than half (=49) were significant, although not all in the direction according to the hypothesis. Eight correlations in the ten-year-old sample and six correlations in the fourteen-year-old sample had a negative value. Of the other thirty-five significant correlations, twenty-four fell in the ten-year-old sample, and eleven fell in the fourteen-year-old sample. Most negative correlations were between SAI Anxiety and Story Four dimension totals, especially in the younger age-group (seven out of seven significant correlations were negative).

Five correlations were significant at both age levels. These were between SAI Task Achievement and both Total Engagement and Total Initiation, and SAI Aggression and Total Stance, Engagement, and Instrumentality. Significant at age ten, only, were the following relationships: SAI Task Achievement with Total Stance, Solver, Implementation, and Instrumentality; SAI Interpersonal Relations with Total Stance, Engagement, Initiation, Aid/Advice, and Instrumentality; SAI Aggression with Total Initiation, Aid/Advice, Implementation, Outcome, Evaluation of Outcome; and SAI Authority with Total Solver.

Significant at age fourteen, only, were the following relationships: SAI Task Achievement with Total Aid/Advice; SAI Authority with Total Engagement, Evaluation of Outcome, and Instrumentality.

Of the eighteen correlations of the SAI total score with the Story Completion total scores, eleven were significant, and ten were significant in the predicted direction. There were four correlations (or two pair) significant at both age levels. These were between SAI total score and Total Engagement and Total Instrumentality.

Significant at age ten only were the following relationships: SAI Total score with Total Stance, Initiation, Aid/Advice, Implementation and Outcome. There was no significant correlation at age fourteen only. The correlations ranged between .19 and .49. The highest (.49) was between SAI Total and Initiation at age ten, the second highest (.47) between SAI Total score and Implementation at age ten. The negative correlation (-.18) was between SAI Total score and Solver at age fourteen.

In summary, this hypothesis cannot be accepted except for the Aggression area where fourteen out of eighteen possible correlations were significant, nine at age ten and five at age fourteen. In the other behavior areas too small a number of significant correlations were found, or, as was the case with Interpersonal Relations, too many negative correlations, in both age groups, by the way.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the ten correlations examined (excluding those involving the Total Scores), seven were significant, and six significant in the predicted direction. Four correlations were significant at both age levels: between SAI and Sentence Completion Coping Effectiveness for the areas of Aggression and Interpersonal Relations. Significant at age ten, only, was the correlation for the Task Achievement area, significant at age fourteen, only, for the Authority area. A negative relationship consisted between SAI and Sentence Completion Coping Effectiveness for the Anxiety area at age fourteen (-.22).

The correlations ranged between .16 and .43, with the highest being between Aggression Coping Effectiveness and the SAI Aggression score at age ten. The lowest correlation was for the same area, but at age fourteen.

The Total Coping Effectiveness score was significantly correlated with the Total SAI score (.40, .40) in both age groups.

In the separate areas of behavior, the hypothesis could not be accepted for the Anxiety area; it could be accepted for one age group only, for the Authority and Task Achievement areas; and completely accepted for the Aggression and Interpersonal Relations areas, as well as for both Total Scores.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the fourteen correlations examined (excluding the Total Scores), seven were significant, but only four in the predicted direction. These were between the Story Completion Coping Effectiveness score and the SAI score in the Aggression area at both age levels (.67, .22), in the Anxiety area at age level ten, in the Task Achievement area (Story One - Academic Task Achievement) at age ten.

The Story Completion Total Coping Effectiveness score was significantly correlated with the Total SAI score at age ten (.42).

The range of correlations was from .17 to .67, the highest being between Story Completion Coping Effectiveness and SAI "Good Coping" in the Aggression area. The negative correlations were in the Interpersonal Relations area at age fourteen, and in the Task Achievement area (Story Seven - Nonacademic Task Achievement) at both age levels.

Though there was some indication of a relationship between the two measures of good coping in the Aggression area and for the Total Scores at age level ten, the hypothesis has to be rejected.

Hypothesis 48a: The SAI "Good Coping" scores will be positively related with the Story Completion Positive Affect measures.

Of the sixteen correlations examined, two were significant in the predicted direction, five were significant in the opposite direction. The two positive correlations were between the SAI score and the Story Completion Positive Affect score in the Task Achievement area (Story One) at age ten (.16) and for the same area, but with Story Seven involved, at age fourteen (.25).

The hypothesis could not be verified.

Hypothesis 48b: The SAI "Good Coping" scores will be negatively related with the Story Completion Negative Affect measures.

Of the sixteen correlations, four or one-fourth were significant in the opposite direction from that predicted. They were between the SAI "Good Coping" scores and the Story Completion Negative Affect score in the Interpersonal Relations area at age fourteen (.29), in the Anxiety area (Story Four) at age ten (.27), in the Anxiety area (Story Six) at age fourteen (.23), and in the Authority area at age fourteen, too (.22). Only two correlations were significant in the predicted direction -- between SAI Aggression and Story Three at age fourteen and between SAI IPR and Story Two at age ten.

The low number of significant correlations in the predicted direction of the hypothesis does not justify its verification.

Hypothesis 49a: The SAI "Good Coping" scores will be positively related with the Sentence Completion Positive Affect measures.

Of the twelve correlations examined, within the same behavior areas, only one was significant in the predicted direction: between Sentence Completion Positive Affect Anxiety and SAI "Good Coping" measure at age ten (.19). Thus, the hypothesis has to be rejected.

Hypothesis 49b: The SAI "Good Coping" scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

Of the twenty correlations examined (excluding the Total Scores), seven were significant in the predicted direction. Of these, two correlations were significant for Depressive Affect: for the Task Achievement area at age ten, and for the Aggression area, also at age ten. Two correlations (or one pair) showed a significance at both age levels: for the Interpersonal Relations area between Sentence Completion Hostile Affect and SAI "Good Coping" scores (-.21; -.31).

Significant at age ten only were the following relationships: SAI Task Achievement with Sentence Completion Task Achievement Depressive Affect, SAI Aggression with both Aggression Hostile and Aggression Depressive Affect, and SAI Anxiety with Anxiety Hostile Affect. Significant at age fourteen, only, was the relationship between SAI Authority and Authority Hostile Affect.

The correlations ranged between -.21 and -.50. The highest was between SAI Authority and Authority Hostile Affect in the fourteen-year-old sample.

The SAI Total Score was significantly (negatively) correlated with the Sentence Completion Total Hostile Affect score in both age groups (-.33, -.29), as well as with the Sentence Completion Total Depressive Affect score at age ten (-.15).

In summary, the data gave some support for the hypothesized relationship between the SAI scores and Sentence Completion Hostile Affect (five significant correlations in the predicted direction out of ten); in any case there is such a relationship for the Interpersonal Relations area. Concerning Depressive Affect measured by the Sentence Completion instrument, a relationship with SAI "Good Coping" scores could not be proved by the data.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence Completion and Story Completion Total Coping dimension scores.

Of the two hundred forty correlations examined, ten were significant in the predicted direction, and four were significant in the direction opposite from that predicted. Three correlations were significantly positive in the ten-year-old sample, and seven were significantly positive in the fourteen-year-old sample.

Two correlations (or one pair) were significant in both age groups. These were: Altruism with Sentence Completion Total Coping Effectiveness (.17; .20). Significant at age ten only were the following relationships: Esthetics with both Sentence Completion Total Engagement and Total Aid/Advice. Significant at age fourteen only were the following relationships: Altruism with Sentence Completion Total Stance, Total Engagement, and Total Aid/Advice; Self-Satisfaction with Sentence Completion Total Stance, Total Aid/Advice, and Total Coping Effectiveness. With Story Completion Total Coping dimension scores there were only two negative correlations.

The correlations ranged between .14 and .24, the highest being between Altruism and Sentence Completion Total Stance at age fourteen.

Of the thirty correlations of Sentence and Story Completion Total scores with the Total Intrinsic score, two were significant, both at age fourteen: with Sentence Completion Total Stance and Total Coping Effectiveness -- .21 and .18, respectively.

Summing up, there is no support for the hypothesis.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

Only the Total Intrinsic score correlated positively with the different coping measures of the SAI, with the highest correlation on Task Achievement (.34) at the fourteen-year-old level. On the contrary the values Esthetics, Management, and Self-Satisfaction showed nothing but negative correlations over all coping scores. In spite of these deviations from the hypothesis some high intercorrelations gave very interesting information: Esthetics showed the highest negative correlation with Interpersonal Relations (IPR) and Task Achievement (-.61 and -.41, respectively) at the ten-year-old level. On the contrary, Creativity was related positively with IPR and Task Achievement (ten-year-olds), .60 and .47, respectively. Finally, the value Independence indicated a high negative correlation with Anxiety (-.56) at the ten-year-old level.

Summing up, there is no support for the hypothesis.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

This hypothesis could not be tested since the Views of Life instrument was not used in the German test battery.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only three were significant in the predicted direction, one at age ten and two at age fourteen. At age ten there was a positive relationship between Self-Satisfaction and Story Completion Positive Affect (.16). At age fourteen there were positive relationships between Esthetics and Story Completion Positive Affect and between Intellectual Stimulation and Sentence Completion Positive Affect (.18, and .15, respectively).

There was one significant correlation with the Total Intrinsic score: Total Sentence Completion Positive Affect correlated .16 with it at age fourteen.

The hypothesis must be rejected for both age levels.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Completion Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

Of the forty-eight correlations examined, only five were significant in the predicted direction (two being significant in the opposite direction from that predicted). Three correlations were significant at age ten and two were significant at age fourteen. There were two correlations (or one pair) being significant at both age levels. These were between Altruism and Sentence Completion Total Hostile Affect. Significant at age ten, only, were the following relationships: between Creativity and both Sentence Completion Total Depressive Affect and Story Completion Total Negative Affect. Significant at age fourteen, only, was the following relationship: between Management and Sentence Completion Total Depressive Affect.

The correlations ranged between -.14 and -.17, the highest being between Altruism and Sentence Completion Total Hostile Affect at age ten.

There was one correlation with the Total Occupational Values Intrinsic score: Sentence Completion Total Hostile Affect correlated -.16 with it at age fourteen.

Based on the above findings, the hypothesis has to be rejected.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping Style dimension measures.

Of the two hundred ten correlations examined pertaining to this hypothesis, only six were significant in the predicted direction, with one being significant in the direction opposite from that predicted. Two correlations were significant at age ten and four at age fourteen.

Significant at age ten, only, were the following correlations: between Economic Returns and both Story Completion Total Initiation and Sentence Completion Total Engagement. Significant at age fourteen, only, were the following relationships: between Success and Sentence Completion Total Stance; between Prestige and Sentence Completion Total Stance; between Economic Returns and Sentence Completion Total Stance; and between Follow Father and Sentence Completion Total Aid/Advice.

The correlations ranged between -.14 and -.15.

Of the thirty correlations with the Extrinsic Total score, two were significant in the predicted direction, both at age fourteen: for Sentence Completion Total Stance and Sentence Completion Total Effectiveness (-.21, -.18).

In summary, the hypothesis must be rejected.

Hypothesis 56: The Occupational Values Extrinsic measures will be negatively related with the SAI "Good Coping" measures.

Of the seventy correlations examined, twenty-three were significant in the predicted direction, but a relatively high amount of correlations (thirteen) were significant in the direction opposite from that predicted.

Thirteen correlations were significant in the ten-year-old sample and ten in the fourteen-year-old sample. Eight correlations (or four pair) were significant at both age levels. These were between Success and SAI Task Achievement; between Economic Returns and SAI Aggression; between Surroundings and SAI Task Achievement; and between Surroundings and Anxiety. Significant at age ten, only, were the following relationships: between Success and SAI Authority; between Economic Returns and SAI Authority; between Economic Returns and Interpersonal Relations; between Surroundings and Authority; between Associates and Aggression; between Follow Father and Aggression; and finally, between Follow Father and Anxiety. Significant at age fourteen, only, were the following relationships: between Security and SAI Task Achievement;

between Security and Aggression; between Economic Returns and Task Achievement; between Economic Returns and Anxiety; and between Surroundings and Interpersonal Relations.

The correlations ranged between -.13 and -.44, the highest being between Surroundings and SAI Anxiety at age ten, followed by that between Surroundings and SAI Task Achievement, again at age ten (-.35).

Of the ten correlations of the individual SAI scores with the Extrinsic Total score, four were significant in the predicted direction. Of the fourteen correlations of the individual Extrinsic values with the SAI Total score, five were significant in the predicted direction. The SAI Total score was significantly correlated in the predicted direction with the Extrinsic Total score at both age levels (-.14; -.19). Economic Returns and Surroundings had the greatest relationship, in general, with the SAI "Good Coping" measures.

In summary, the hypothesis could not be verified, though nearly one-third of all possible correlations was significant in the predicted direction. For the ten-year-old group there was a weak indication of a relationship according to the hypothesis (thirteen significant out of thirty-five).

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with the Active measures of the Views of Life.

This hypothesis could not be tested, since the Views of Life was not used in the German test battery.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only three were significant, one in the ten-year-old, and two in the fourteen-year-old sample. These were between Sentence Total Positive Affect and Success at age ten (-.15), and Sentence Total Positive Affect and both Security and Extrinsic Total score at age fourteen (both times -.16).

The hypothesis has therefore to be rejected.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect measure.

Of the forty-eight correlations examined, only three were significant in the predicted direction, while one was significant in the direction opposite from that predicted.

The significant positive correlations were: between Associates and Story Completion Total Negative Affect at age ten (.18), and between Associates and Sentence Completion Total Depressive Affect, as well as between Extrinsic Total score and Sentence Completion Total Hostile Affect at age fourteen (.15 and .16, respectively).

Based on the above findings, the hypothesis has to be rejected.

The intercorrelations between the status level measures of Occupational Aspirations, Expectations and Educational Aspirations and all other variables must be interpreted carefully, because the real status and the numerical scores are opposite from each other. It must be kept in mind that the lowest score (1) represents in reality the highest status level (e.g., president), whereas the highest score (6) represents the lowest status level (e.g., dustman).

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

Of the sixty correlations examined, none were significant in the predicted direction. There were six correlations significant in the direction opposite from that predicted, four at the fourteen-year-old level and two at the ten-year-old level. These were between Total Engagement and Occupational Aspiration (at the ten-year-old level), Occupational Expectation (at the ten-year-old level), and Educational Aspiration (at the ten- and fourteen-year-old level); and between Total Initiation and Occupational Expectation (at the fourteen-year-old level) and Educational Aspiration (at the ten-year-old level).

The hypothesis must therefore be rejected.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping dimension measures.

Of the thirty correlations examined, only one was significant but in the opposite direction from that predicted. This correlation was between Total Attitude and Occupational Aspiration (.15) at the fourteen-year-old level.

Since there was no support for this hypothesis it must be rejected.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

The predicted negative correlations between (numerical) OII status levels and Good Coping measures in the SAI cannot be verified at all. The directions are heterogenous. In general, the younger show more negative relations than do the elder. This means: the lower the status of aspirations and expectations of the ten-year-olds, the poorer are their abilities to cope with problems concerning Authority, Anxiety, and Aggression. On the contrary, the fourteen-year-olds show nothing but positive relations between status levels and all good coping measures (including the Total Score): the lower the (real) status of aspirations and expectations, the higher are the facilities to cope with different situations, especially Interpersonal Relations and Aggression.

These results make clear that the different occupational status measures of the OII are only weak discriminators between different coping styles. To some extent the results are overlapped by age differences (see results of Hypothesis 62 in Figure 3 - Germany). Whereas the ten-year-olds are able to cope best in the highest aspiration and expectation levels, the fourteen-year-olds seem to cope more positively if their status expectations and aspirations are lower. This leads to the assumption that with increasing age the influence of the socio-economic status is diminishing in favor of the pupils' own occupational status aspirations and expectations. Although it was not possible to find out by these results (and the results of the Stage II data) any clear differences between the social classes concerning the educational attitudes and practices at home which could explain some differences of coping styles. Surely, even if they are existent, they seem to lose their influence with growing age.

As to the different types of school in the FRG, the Volksschule seems to give better help to cope with difficult situations of the daily life than does the Gymnasium.

Conclusions

As a whole the results of the OII deepen the divergent influences of the main types of school in the FRG (Volksschule and Gymnasium), who predestinate first of all the occupational choice and carrier and who hinder to some extent the mobility within the social system of the FRG. In this sense most of the pupils have shown a realistic estimation of their chances and possibilities when ranking their occupational aspirations and expectations within their own social class. This makes clear that the preference of lower status jobs within the own social class must not be related with bad coping styles (in contrast to the general hypothesis). Moreover, those who aspire and expect lower status jobs proved to be the best copers, though most of the correlations between coping measures and OII-status measures are heterogenous and difficult to interpret.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Active Response measures of the Views of Life.

This hypothesis could not be tested, since the Views of Life instrument was not used in the German test battery.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with Sentence Completion Total Hostile and Depressive Affect measures and the Story Completion Total Negative Affect measure.

In general there are very low correlations between the three status scores (Occupational Expectation, Aspiration and Educational Aspiration) and the different Coping measures of the Sentence and Story Completion tests. Most of the hypotheses cannot be verified. For example, the results in Figure 3 concerning the Hypothesis 65 show that lower status Aspirations and Expectations are not related with high Negative Affect, though the Positive Affect is weakest on the lower status levels (see results of Hypothesis 64 in Figure 3 - Germany).

Also, the Total Good Coping measures of the Story and the Sentence Completion tests are increasing from the (real) highest to the lowest status -- in contradiction to the hypothesis. Consequently the youngsters with the lowest Aspirations and Expectations status prove to be better copers than those with higher status Aspirations and Expectations.

Concerning the very weak correlations, an interpretation of these results is somewhat adventurous. As a whole one could assume that the aspirations and expectations toward different status levels (as expressed in the OII) don't lead to any significant discrimination between different coping styles. Maybe the socioeconomic status, in general, is no typical indicator of good or bad coping styles, or Positive and Negative Affect.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

Both of the legitimate correlations, between Self-Concept and Parent/Child Interaction as well as between Mother Interaction and Father Interaction, were significant at the ten-year-old level, whereas at fourteen only the correlation between Mother Interaction and Father

Interaction showed a significance in the predicted direction. The correlations ranged between .21 and .50, this highest being between Mother Interaction and Father Interaction at age level ten.

In conclusion, one can say that the hypothesis concerning the relationship between Mother Interaction and Father interaction was in fact verified by the data; more distinctly, however, for the younger age group. The hypothesis concerning the relationship between Self-Concept and Parent/Child Interaction found support only at age ten.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, thirteen were significant, all in the predicted direction. Of these, nine were in the ten-year-old sample, and four in the fourteen-year-old sample. There was one correlation significant in the opposite direction from that predicted: between Sentence Completion Authority Positive Affect and Father Interaction at age ten (-.14).

There were four correlations (or two pair) that were significant in both age groups. These were between Authority Attitude and Parent/Child Interaction and between Authority Attitude and Father Interaction.

Significant at age ten, only, were the following relationships: between Self-Concept and both Authority Attitude and Authority Coping Effectiveness; between Parent/Child Interaction and both Authority Aid/Advice and Authority Coping Effectiveness; between Mother Interaction and Authority Attitude; and between Father Interaction and Authority Stance. Significant at age fourteen, only, were the relationships between Self-Concept and Authority Stance, and between Mother Interaction and Authority Coping Effectiveness.

The correlations ranged between .14 and .20 (five times).

In summary, there was some evidence that there is a relationship between Attitude toward Authority and the Parent/Child Interaction items, especially for the ten-year-old group. Concerning Self-Concept, the relationship with Authority Attitude is only significant for the ten-year-olds. Further, there was moderate support for the hypothesis concerning the relationship between Authority Coping Effectiveness and Self-Concept, as well as Parent/Child Interaction, again, mainly for the younger age-group.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

Of the sixteen correlations examined, only two were significant, both in the predicted direction and both at age ten. One correlation was between Self-Concept and Authority Hostile Affect (-.14), the other between Father Interaction and also Authority Hostile Affect (-.19).

On the basis of these two significant correlations there could not be a support for the hypothesis.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, eleven were significant in the predicted direction. Of these, five were significant in the ten-year-old sample, six were significant in the fourteen-year-old sample. There were no correlations significant at both age levels. There was one in the opposite direction from that predicted.

Significant at age ten, only, were the following relationships: between Self-Concept and Total Attitude; between Parent/Child Interaction and Total Attitude; between Mother Interaction and Total Attitude; and between Father Interaction and Total Attitude; and between Father Interaction and Total Coping Effectiveness. Significant at age fourteen, only, were the relationships between Self-Concept and Total Aid/Advice; between Parent/Child Interaction and both Total Engagement and Total Aid/Advice; and between Mother Interaction and Total Engagement, Total Aid/Advice, and Total Coping Effectiveness.

The correlations ranged between .14 and .20. The highest (.20 occurring twice) was between Mother Interaction and Total Attitude at age ten, and between Mother Interaction and Total Aid/Advice at age fourteen.

The poorest relationships were those between Total Stance and Total Positive Affect on the one side and Self-Concept and Parent/Child Interaction on the other.

In conclusion, there was only weak evidence in support of the hypothesis in both age samples, though Total Attitude correlated significantly with all four mentioned variables in the ten-year-old sample, and Total Aid/Advice correlated significantly with three variables (except Father Interaction) in the fourteen-year-old sample.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and the Total Depressive Affect measures of the Sentence Completion.

Of the sixteen correlations examined, five were significant, all in the predicted direction. Three of these were in the ten-year-old sample, and two in the fourteen-year-old sample.

There was no pair of correlations significant at both age levels. Significant at age ten, only, were the following relationships: between Total Hostile Affect and Self-Concept, Parent/Child Interaction and Father Interaction. Significant at age fourteen, only, were the following relationships: between Total Depressive Affect and both Self-Concept and Father Interaction.

The correlations ranged between -.14 and -.24, the highest being between Total Hostile Affect and Father Interaction at age ten.

In summary, there was some support of the hypothesis concerning the relationship between Total Hostile Affect and three of the four variables (Self-Concept, Parent/Child Interaction, Father Interaction) at age ten. There was, however, no support for the hypothesis concerning Depressive Affect at either age level.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Five concerning Authority relations.

Of the ninety-six correlations examined, seven were significant in the predicted direction, six at age ten, and one at age fourteen. Two correlations (or one pair) were significant at both age levels. These were between Parent/Child Interaction and Story Five Engagement.

Significant at age ten, only, were the following relationships: between Authority Engagement and Self-Concept, Mother Interaction, and Father Interaction; and between Initiation and both Self-Concept and Father Interaction.

The correlations ranged between .14 and .22 (twice), the highest being between Father Interaction and both Engagement and Initiation, both at age ten.

In general, the hypothesis has to be rejected, except for the relationship between Engagement and the four variables at age ten which correlated significantly with that Coping Style dimension.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

Of the eight correlations examined, none was significant. Thus, the hypothesis cannot be accepted.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, three were significant in the predicted direction, one at age ten, two at age fourteen. These were between Self-Concept and Initiation at age ten; between Parent/Child Interaction and Evaluation of outcome at age fourteen; and between Mother Interaction and Response Length at age fourteen.

The correlations ranged between .14 and .15 with the highest being between Parent/Child Interaction and Evaluation of Outcome, and Mother Interaction and Response Length.

The hypothesis has to be rejected completely.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, only two were significant in the predicted direction, both being at age ten. They were between Story Six Response Length and both Self-Concept and Father Interaction. The correlations both had a value of .15.

On the basis of these data, the hypothesis must be rejected.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

Of the sixteen correlations examined, none was significant in any direction.

The hypothesis has therefore to be rejected.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

Of the ninety-six correlations examined, eighteen were significant in the predicted direction. Of these, thirteen were significant in the ten-year-old sample, and five were significant in the fourteen-year-old sample.

There were eight correlations (or four pair) significant in both age groups. These were between Parent/Child Interaction and Evaluation of Outcome; and Mother Interaction and Engagement, Initiation, and Instrumentality. Significant at age ten, only, were the following relationships: Self-Concept with both Response Length and Instrumentality; Parent/Child Interaction with Engagement; Mother Interaction with both Evaluation of Outcome and Coping Effectiveness; Father Interaction with Engagement, Evaluation of Outcome, Response Length, and Instrumentality. Significant at age fourteen, only, was the relationship between Mother Interaction and Stance.

The correlations ranged between .14 and .22 with the highest being between Mother Interaction and Instrumentality at age fourteen, followed by those between Mother Interaction and Engagement at age fourteen, and between Father Interaction and Response Length at age ten (both .19).

Considering the above data, one can say that there was some, though weak, support of the hypothesis in the ten-year-old sample, but no support in the older age-group.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

Of the eight correlations examined, none was significant in the predicted direction. Thus, the hypothesis has to be rejected.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score (SAI).

Of the sixteen correlations examined, five were significant in the predicted direction, three in the direction opposite from that predicted. Of those, four were significant in the ten-year-old sample, and one was significant in the fourteen-year-old sample.

Significant in the predicted direction at age ten, only, were the following relationships: between the SAI Total score and Self-Concept, Parent/Child Interaction, Mother Interaction, and Father Interaction. Significant at age fourteen, only, was the relationship between SAI Authority and Mother Interaction.

The correlations ranged between .14 and .32. The highest were between Mother Interaction and SAI Total score at age ten (.32) and between Self-Concept and SAI Total score, also at age ten (.30).

In total, the hypothesis must be rejected, as far as correlations of SAI Authority with the four variables from the Sentence Completion instrument were concerned. What concerns the relationship with the SAI Total "Good Coping" score, however, the hypothesis was confirmed at age ten by the above data.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

Of the two correlations examined, none was significant, so the hypothesis has to be rejected for both age groups.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational values.

Of the seventy-two correlations examined, only two were significant in the predicted direction, both in the older age-group of this study. These were between Father Interaction and Self-Satisfaction as well as Intellectual Stimulation. The values were .16 and .21, respectively.

There were, however, five negative correlations that should be interpreted. These were between Esthetics and both Self-Concept and Father Interaction at age fourteen, and between Independence and both Parent/Child Interaction and Mother Interaction, also at age fourteen. One correlation opposite from that predicted was at age ten: between Altruism and Mother Interaction.

In summary, the hypthesis as formulated above has to be rejected.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational values.

Of the sixty-four correlations examined, only three were significant in the predicted direction, one at age ten, and two at age fourteen. Significant at age ten was the relationship between Parent/Child Interaction and Prestige. Significant at age fourteen was the relationship between Father Interaction and both Prestige and Economic Returns.

The correlations ranged between -.15 and -.22, the highest being between Father Interaction and Prestige.

On the basis of these data, the hypothesis could not be verified and has to be rejected.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

Neither correlation was significant. Thus, the hypothesis has to be rejected completely at both age levels.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

This hypothesis could not be tested, since the Views of Life instrument was not used in the German test battery.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

Of the one hundred ninety-two correlations examined (excluding those with the Intrinsic Total Score), there were twenty-three significant in the predicted direction, and three significant in the direction opposite from that predicted.

Fourteen of the positive correlations were significant in the ten-year-old sample and nine in the fourteen-year-old sample. There was no correlation significant in both age samples. Significant at age ten, only, were the following relationships: Self-Satisfaction with Reading Achievement; Intellectual Stimulation with Mathematics Achievement, Reading Achievement, BRS Task Achievement, BRS Authority, BRS Interpersonal Relations, BRS Implementation, BRS initiation, BRS Solver, and BRS Anxiety; Variety with Mathematics Achievement, BRS Task Achievement, BRS Implementation, and BRS Solver. Significant at age fourteen, only, were the following relationships: Independence with Reading Achievement, GPA, BRS Authority, and BRS Initiation; Altruism with Reading Achievement; Self-Satisfaction with BRS Implementation and BRS Aggression; Creativity with Reading Achievement; Variety with Reading Achievement. Of the twenty-four correlations with the Total Intrinsic score, seven were significant in the predicted direction, two (or one pair) at age ten and fourteen: with BRS Authority. Four of these correlations with the Total Intrinsic score were significant at age ten, only, and one at age fourteen, only.

The correlations ranged between .14 and .28, with the highest being between Intellectual Stimulation and BRS Anxiety at age ten.

In summary, the hypothesis was not verified by the data. Anyway, one may say, that what concerns the relationship between Intellectual Stimulation and the Criterion measures there was strong support for the hypothesis at age ten, since nine out of twelve possible correlations showed rather high values. The number of correlations between the Total Intrinsic score with the Criterion measures indicates only a weak support for the hypothesis at age ten, too. Looking at the Criterion measures and their correlation with the Intrinsic Occupational Values, one finds the highest number of significant relationships with Reading Achievement: five at age fourteen (including the correlation with the Total Intrinsic score), and two at age ten.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

Of the one hundred sixty-eight correlations examined (excluding those with the Extrinsic Total score) there were thirteen correlations significant in the predicted direction. Of these, four were significant in the ten-year-old group and nine were significant in the fourteen-year-old group. There were four correlations (or two pair) significant in both age samples. They were: Success with Reading Achievement, and Follow Father with BRS Authority, this last relationship being interesting and worth an interpretation. Significant at age ten, only, were the following relationships: Economic Returns with Reading Achievement, Associates with BRS Self-Assertion. Significant at age fourteen, only, were the following relationships: Security with both Mathematics Achievement and Reading Achievement; Prestige with BRS Authority; Surroundings with Mathematics and Reading Achievement, as well as with BRS Anxiety; and Follow Father with BRS Implementation.

Of the twenty-four correlations of the Criterion measures with the Extrinsic Total score, seven were significant, five at age ten and two at age fourteen. The correlations ranged from -.14 to -.23, the highest being between the Occupational Values Total Extrinsic Score and BRS Authority, at age ten.

In summary, the hypothesis has to be rejected at both age levels, though there was a weak indication of a general relationship between Total Extrinsic values and the Criterion measures at age ten.

Hypothesis 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

Of the seventy-two correlations examined, sixteen were significant, all in the predicted direction. Of these, eight were significant in the ten-year-old sample and eight were significant in the fourteen-year-old sample.

Twelve correlations (or six pair) were significant in both age samples. These were: Occupational Aspiration with Reading Achievement; Occupational Expectation with Mathematics Achievement, Reading Achievement, and GPA; and Educational Aspiration with Mathematics and Reading Achievement. Significant at age ten, only, were the relationships between Occupational Aspiration and Mathematics, and between Educational Aspiration and GPA. Significant at age fourteen, only, were the relationships between Occupational Expectation and BRS Authority, and between Educational Aspiration and BRS Authority.

The correlations ranged between -.14 and -.68. The highest was between Educational Aspiration and Reading Achievement at age fourteen; the next highest (-.44) were between Occupational Aspiration and Reading Achievement at age fourteen, and between Educational Aspiration and Reading Achievement at age ten.

In summary, the hypothesis was not verified, if one takes into consideration the Criterion BRS measures. Without these, however, the hypothesis can be said to have been verified, especially concerning the relationship between Occupational Interests and the Mathematics and Reading Achievement scores. As to the GPA, there is only a fully satisfying relationship between that criterion measure and Occupational Expectation and a further one with Educational Aspiration at age ten.

Hypothesis 69: There will be a negative relationship between the Occupational Interest discrepancy score and the Criterion measures.

As previously mentioned, the discrepancies between Occupational Aspirations and Expectations in the German sample were very small. Therefore it is only possible to get very low correlations with the other variables, as is confirmed by the results of Hypothesis 69 as shown in Figure 3. There were only two small negative correlations between the Aspiration/Expectation Discrepancy score and the Mathematics and Reading Achievement scores. The higher the discrepancies between Occupational Aspiration and Expectation the lower is the achievement in the Mathematics and Reading test. The direction of the correlations verified the hypothesis' predicting positive relations.

For the German pupils this trend seemed to be plausible, as the discrepancy score indicated first of all the degree of realistic (small scores) or unrealistic (high scores) ranking of their own occupational hopes and wishes. Consequently those who reached the highest achievement scores seemed to be more able to look at their own facilities and aptitudes in a realistic way than those who received the lowest scores.

Hypothesis 70: There will be a positive relationship between the SAI "Good Coping" measures and the Criterion measures.

Of the one hundred twenty correlations examined (excluding the SAI Total score), thirty-one were significant in the predicted direction; eleven were significant in the ten-year-old sample and twenty in the fourteen-year-old sample.

There were eight correlations (or four pair) being significant in both age groups: between SAI Task Achievement and BRS Task Achievement; between SAI Task Achievement and BRS Initiation; between SAI Task Achievement and BRS Anxiety; and between SAI Anxiety and BRS Self-Assertion. Significant at age ten, only, were the following relationships: between SAI Task Achievement and Reading Achievement; between SAI Aggression and BRS Interpersonal Relationships; between SAI Interpersonal Relations and Reading Achievement, BRS Self-Assertion, and BRS Anxiety; between SAI Anxiety and Mathematics and Reading Achievement. Significanc at age fourteen, only, were the following relationships: between SAI Task Achievement and Mathematics, GPA, BRS Authority, BRS Implementation, and BRS Self-Assertion; between SAI Authority and GPA, BRS Task Achievement, and BRS Initiation; between SAI Aggression and GPA, BRS Task Achievement, and BRS Initiation; between SAI Interpersonal Relations and GPA; and between SAI Anxiety and BRS Authority, BRS Implementation, BRS Solver, and BRS Anxiety.

The correlations ranged between .14 and .42, the highest being between SAI Interpersonal Relations and Reading Achievement, and between SAI Anxiety and Reading Achievement (both around .40).

Of the twenty-four correlations of the criterion measures with the SAI Summary scores, six were significant in the predicted direction, one at age ten, and five at age fourteen.

The best predictor of the criterion measures was SAI Task Achievement with twelve significant correlations in the predicted direction, followed by SAI Anxiety with eight significant correlations in the predicted direction.

In summary, there was very weak support for the hypothesis since only about one-fourth of the correlations were significant in the predicted direction. The interpretation should consider, in any case, the relatively high number of correlations opposite from the direction predicted (=23).

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the Criterion measures.

This hypothesis could not be tested since the Views of Life instrument was not used in the German test battery.

Hypotheses 72-75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the various areas of behavior.

Stance

Of the one hundred twenty correlations examined, only six were significant (excluding Stance Total score), all in the predicted direction. (There were two correlations significant in the direction opposite from that predicted.) Of these, none were significant at age ten, all six being in the fourteen-year-old sample. These were: Aggression Stance with BRS Aggression; Authority Stance with Mathematics, and BRS Task Achievement and Authority; Anxiety Stance with Mathematics; and Task Achievement Stance with BRS Task Achievement.

The correlations ranged between .14 and .23, with the highest being between Authority Stance and Mathematics Achievement.

Of the twenty-four correlations of the criterion measures with the Total Stance score, three were significant, also all at age fourteen.

In conclusion, no support to the hypothesis was given by the data, i.e., the coping style variable of Stance could not predict the criterion measures in the five behavior areas.

Engagement

Of the one hundred twenty correlations examined (excluding the Engagement Total score), only two were significant in the predicted direction, both at age ten, while one was significant in the direction opposite from that predicted. The two positive correlations were between Interpersonal Relations and both Mathematics and BRS Interpersonal Relations.

Thus, the hypothesis has to be rejected totally.

Aid/Advice

Of the one hundred twenty correlations examined relevant to the above hypothesis (excluding the Total Aid/Advice score), nine were significant, three in the ten-year-old sample and six in the fourteen-year-old sample. Two correlations were significant in the direction opposite from that predicted. Significant at age ten, only, were the following relationships: Interpersonal Relations Aid/Advice with Mathematics

Achievement, BRS Task Achievement, and BRS Interpersonal Relations. Significant at age fourteen, only, were the following relationships: Task Achievement Aid/Advice with Reading Achievement, GPA, BRS Task Achievement, BRS Authority, BRS Implementation, and BRS Initiation.

The correlations ranged between .14 and .21. The highest correlation was between Task Achievement Aid/Advice and BRS Task Achievement at age fourteen.

Of the twenty-four correlations with the Total Score, only three were significant, all three at age fourteen.

In total, the hypothesis could not be verified. Partial support to it was given regarding the correlations between Aid/Advice Task Achievement and the criteria: six out of twelve were significant at age fourteen.

Coping Effectiveness

Of the one hundred twenty correlations examined (excluding the Total Coping Effectiveness score), fourteen were significant in the predicted direction, four in the ten-year-old sample and ten in the fourteen-year-old sample.

There were two correlations (or one pair) significant in both age samples: Authority Coping Effectiveness with Mathematics Achievement. Significant at age ten, only, were the following relationships: Authority Coping Effectiveness with Mathematics Achievement, Interpersonal Relations Coping Effectiveness with GPA, BRS Task Achievement, and BRS Interpersonal Relations. Significant at age fourteen, only, were the following relationships: Authority Coping Effectiveness with Mathematics Achievement, BRS Task Achievement, BRS Implementation; and BRS Initiation, Anxiety Coping Effectiveness with Mathematics and Reading; Task Achievement Coping Effectiveness with Mathematics, BRS Task Achievement, BRS Authority, and BRS Initiation.

The correlations ranged between .14 and .21, the two highest being between Anxiety Coping Effectiveness and Reading Achievement at age fourteen (.21), and between Authority Coping Effectiveness and BRS Task Achievement, also at age fourteen (.20).

Of the twenty-four correlations with the Coping Effectiveness Total score, four were significant in the predicted direction, one in the ten-year-old sample, and three in the fourteen-year-old sample.

In conclusion, support was not given for the hypothesis as to Coping Effectiveness as measured by the Sentence Completion instrument and its relationship with the criterion measures.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Of the ninety-six correlations examined (excluding those with the Attitude Total score), twelve were significant in the predicted direction, nine in the ten-year-old group and three in the fourteen-year-old group. There were seven correlations significant in the direction opposite from that predicted.

There were no correlations significant in both age groups. Significant at age ten, only, were the following relationships: Attitude toward Authority with BRS Interpersonal Relations, BRS Implementation, and with BRS Aggression; Interpersonal Relations Attitude with GPA, and BRS Aggression; Task Achievement Attitude with BRS Task Achievement, BRS Interpersonal Relations, BRS Initiation, and BRS Aggression. Significant at age fourteen, only, were the following relationships: Attitude toward Authority with BRS Task Achievement, and BRS Anxiety; and Task Achievement Attitude with Mathematics Achievement.

The correlations ranged between .14 and .21, the highest being between Task Achievement Attitude and Mathematics at age fourteen.

Of the twenty-four correlations with the Attitude Total score, only three were significant in the predicted direction, all three in the ten-year-old sample.

In conclusion, the hypothesis has to be rejected. More support for it was present in the ten-year-old sample. Best predictors of the criterion measures appeared to be the two areas of Authority and Task Achievement.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

Of the one hundred twenty correlations examined, only four were significant, one in the ten-year-old sample and three in the fourteen-year-old sample.

The correlation at age ten was between Positive Affect Task Achievement and BRS Authority. The correlations at age fourteen were between Positive Affect Anxiety and Reading Achievement, as well as between Positive Affect Task Achievement and both BRS Interpersonal Relations and BRS Solver.

The correlations ranged between .14 and .24, this highest one being between Positive Affect Anxiety and Reading Achievement at age fourteen.

There was one correlation with the Positive Affect Total score: Reading Achievement at age fourteen correlated with it with .23.

In summary, the hypothesis has to be rejected for both age groups.

Hypothesis 78a-b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures.

Achievement Measures

Of the seventy-two correlations examined, five were significant in the predicted direction, four in the direction opposite from that predicted. All nine correlations were in the fourteen-year-old age-group.

The positive correlations were the following ones: Reading Achievement with Hostile Aggression, Hostile Authority, Depressive Affect Interpersonal Relations, and Total Depressive Affect.

The correlations according to the hypothesis were the following ones: Mathematics Achievement with Depressive Affect Aggression, Depressive Affect Anxiety, and Hostile Affect Task Achievement. Further, GPA with both Hostile Affect Authority and Total Hostile Affect.

The correlations ranged between -.15 and -.18, the highest being between Mathematics Achievement and Hostile Affect Task Achievement.

In summary, the hypothesis has to be rejected as to Mathematics, Reading, and GPA. The four positive correlations with Reading Achievement should perhaps be interpreted.

Behavior Rating Scales

Of the two hundred sixteen correlations examined, only four were significant in the predicted direction, all four being in the fourteen-year-old sample. Fifteen correlations, however, were significant in the direction opposite from that predicted. Of these, only two were in the fourteen-year-old sample, and thirteen were in the ten-year-old sample.

The four negative correlations (according to the hypothesis) were: BRS Task Achievement with Hostile Affect Authority and Total Hostile Affect; and BRS Interpersonal Relations with Depressive Affect Interpersonal Relations; and finally, BRS Initiation with Hostile Affect Authority.

The correlations ranged between -.14 (two times) and -.19, this being between BRS Task Achievement and Hostile Affect Authority.

In conclusion, the hypothesis could not be verified and has, therefore, to be rejected. An interpretation should consider the many positive correlations, especially with Depressive Affect Authority (six correlations in the ten-year-old group).

Hypotheses 79-88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

Stance

Of the one hundred ninety-two correlations examined, none was significant in the predicted direction, but seventeen were significant in the direction opposite from that predicted. Eight of these were in the fourteen-year-old sample, only, with Story Seven (Nonacademic Task Achievement).

On the basis of these findings, the hypothesis has to be rejected completely, as far as Stance is concerned.

Engagement

Of the one hundred ninety-two correlations examined, only two were significant in the predicted direction; while two others were significant in the direction opposite from that predicted (both with Story Seven).

The two correlations in the predicted direction were between Story Three Aggression and BRS Task Achievement at age fourteen, and between Story One Nonacademic Task Achievement and GPA. The values were .15 and .14, respectively.

On the basis of these findings, the hypothesis concerning Engagement has to be rejected completely.

Initiation

Of the one hundred ninety-two correlations examined, two were significant in the predicted direction, one at age ten and one at age fourteen. Five correlations were significant in the direction opposite from that predicted, three of these, again, with Story Seven.

The two correlations in the predicted direction were between Story Two Interpersonal Relations and Reading Achievement at age ten (.16), and between Story One Academic Task Achievement and GPA at age fourteen (.14).

Based on the above findings, the hypothesis concerning Initiation has to be rejected completely.

Aid/Advice

Of the one hundred ninety-two correlations examined, only three were significant in the predicted direction, two in the ten-year-old sample and one in the fourteen-year-old sample. There were no correlations opposite from the direction predicted.

The three correlations were between Story Six Anxiety and BRS Self-Assertion, and between Aid/Advice Total score and BRS Self-Assertion at age ten, and between Story Three Aggression and BRS Task Achievement at age fourteen. The coefficients were in the above order: .21, .15, and .14.

On the basis of these findings, the hypothesis concerning Aid/Advice has to be rejected completely.

Solver

Of the one hundred ninety-two correlations examined, only three were significant in the predicted direction, one was significant in the direction opposite from that predicted.

The three correlations (one in the ten-year-old sample, two in the fourteen-year-old sample) were between Story Six Anxiety and BRS Self-Assertion at age ten (.14), and between Story Three Aggression and BRS Authority, as well as between Total Solver score and BRS Authority at age fourteen (.17 and .14, respectively).

On the basis of these findings, the hypothesis concerning the coping style dimension of Solver has to be rejected completely.

Implementation

Of the one hundred ninety-two correlations examined, five were significant in the predicted direction, and two were significant in the direction opposite from that predicted. One of the five correlations was in the ten-year-old sample and four were in the fourteen-year-old sample.

Significant at age ten, only, was the following relationship: Story Six Anxiety with BRS Self-Assertion. Significant at age fourteen were the following relationships: Story Three Aggression with both BRS Authority and BRS Initiation, and Story Two Interpersonal Relations with both BRS Self-Assertion and BRS Solver.

The correlations ranged between .15 and .18. The highest was between Story Three Aggression and BRS Authority at age fourteen.

On the basis of these findings, the hypothesis concerning Implementation must be rejected.

Outcome

Of the one hundred ninety-two correlations examined, eight were significant in the predicted direction, all eight in the fourteen-year-old sample. Three correlations were significant in the direction opposite from that predicted.

The significant correlations according to the hypothesis were the following: Story Three Aggression with BRS Authority, BRS Interpersonal Relations, BRS Implementation, BRS Initiation, BRS Aggression; Story Two Interpersonal Relations with BRS Interpersonal Relations and BRS Self-Assertion; and Total Outcome with BRS Aggression.

The correlations ranged from .14 to .21, the highest being between Story Three Aggression and BRS Initiation.

In summary, the hypothesis has to be rejected. There was weak indication of a relationship between Story Three Aggression and the criterion measures at age fourteen (five out of twelve being significant in the predicted direction with relatively high coefficients).

Evaluation of Outcome

Of the one hundred ninety-two correlations examined, six were significant in the predicted direction; one was significant in the direction opposite from that predicted.

Three correlations were significant in the ten-year-old sample, three were significant in the fourteen-year-old sample. Significant at age ten, only, were the following relationships: Story Two Interpersonal Relations with both Mathematics Achievement and GPA, and Story Seven Nonacademic Task Achievement with BRS Self-Assertion. Significant at age fourteen, only, were the following relationships: Story Six Anxiety with GPA; Story Seven Nonacademic Task Achievement with BRS Self-Assertion; and Total Evaluation of Outcome with BRS Authority.

The correlations ranged between .14 and .19, the highest being between Story Two Interpersonal Relations and Mathematics Achievement at age ten.

In conclusion, the hypothesis concerning the coping style dimension of Evaluation of Outcome has to be rejected, too.

Coping Effectiveness

Of the one hundred ninety-two correlations examined, six were significant in the predicted direction; three were significant in the direction opposite from that predicted. Of the six positive correlations, one was significant at age ten, and five were significant at age fourteen.

Significant at age ten, only, was the correlation between Story Two Interpersonal Relations and Reading Achievement. Significant at age fourteen, only, were the following relationships: Story Three Aggression with BRS Task Achievement, BRS Authority, BRS Implementation, and BRS Initiation, and Story Four Anxiety with Reading Achievement.

The correlations ranged between .14 and .17, the highest being between Story Three Aggression and BRS Authority at age fourteen, and between Story Two Interpersonal Relations and Reading Achievement at age ten.

The hypothesis as to Coping Effectiveness has to be rejected on the basis of the above data, though there is an indication of a relationship between Story Three Aggression and the criterion measures at age fourteen.

Instrumentality

Of the one hundred ninety-two correlations examined, eight were significant in the predicted direction, but ten were significant in the direction opposite from that predicted. Five correlations out of the eight were significant at age ten, three were significant at age fourteen.

Significant at age ten, only, were the following relationships: Story Six Anxiety with BRS Task Achievement, BRS Interpersonal Relations, BRS Implementation, and BRS Initiation; and between Story Two Interpersonal Relations and Reading Achievement. Significant at age fourteen only were the following relationships: Story Three Aggression with BRS Authority; Story Four Anxiety with Reading Achievement; and Story One Academic Task Achievement with GPA.

The correlations ranged between .14 and .19, the highest being between Story Four Anxiety and Reading Achievement at age fourteen.

Overall, the hypothesis concerning Instrumentality has, as the hypotheses concerning the other coping style dimensions, as well as Coping Effectiveness, to be rejected completely. A weak indication of a relationship was found between Story Six Anxiety and the criterion measures at age ten.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimensions.

Of the one hundred ninety-two correlations examined, five were significant in the predicted direction; three were significant in the direction opposite from that predicted. Of the five positive correlations, three were significant in the ten-year-old sample, two were significant in the fourteen-year-old sample.

Significant at age ten, only, were the following relationships: Story Three Aggression with BRS Interpersonal Relations, and Story Four Anxiety with both BRS Interpersonal Relations and BRS Self-Assertion. Significant at age fourteen, only, were the following relationships: Story One Academic Task Achievement with Reading Achievement, and the Positive Affect Total score with Reading Achievement.

The correlations ranged between .15 and .18, the highest being between Story Three Aggression and BRS Interpersonal Relations (age ten).

Based on these findings, the hypothesis has to be rejected.

Hypothesis 90: There will be a negative relationship between the Criterion measures and the Story Completion Negative Affect dimensions.

Of the one hundred ninety-two correlations examined, none was significant in the predicted direction. Six correlations, however, were significant in the direction opposite from that predicted. Four of these were with Reading Achievement and all four in the fourteen-year-old sample.

The hypothesis could not be verified and has to be rejected for both age samples.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures.

Of the thirty-two correlations examined, three were significant in the predicted direction; one was significant in the direction opposite from that predicted. All three positive correlations were in the ten-year-old group. These were: Parent/Child Interaction with Reading Achievement, and Father Interaction with both Mathematics Achievement and Reading Achievement

The correlations ranged between .15 and .22, the highest being between Father Interaction and Reading Achievement.

In total, the hypothesis could not be verified by the data. Only what concerns Father Interaction, there appears to be a relationship with the two Achievement Test scores at age ten.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

Of the eight correlations examined, two were significant in the predicted direction. Both correlations were in the fourteen-year-old age sample: between Self-Concept and Peer BRS Authority, and between Father Interaction and Peer BRS Authority. The coefficients were .14 and .15, respectively.

In summary, there is a certain support of the hypothesis in the fourteen-year-old sample, but in general the hypothesis has to be rejected.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

Of the twenty-four correlations examined, only one was significant in the predicted direction, and this was between Self-Concept and BRS Implementation at age fourteen: .14.

The hypothesis has, therefore, to be rejected completely.

INTERCORRELATIONS - GRADE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE		2 MATH		3 READING		4 C.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.55	.40	.37	.60	.40	.20
2	MATH	.55	.40			.32	.36	.47	.28
3	READING	.37	.60	.32	.36			.19	.21
4	GRADE POINT AVERAGE	.40	.20	.47	.28	.19	.21		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BRS 2 A - TA		6 BRS 3 AUTHORITY		7 BRS 4 IPR		8 BRS 5 IMPLEMENT.		9 BRS 6 SELF-ASSER		10 BRS 7 INITIATION		11 BRS 8 SOLVER		12 BRS 9 AGGRESSION		13 BRS 10 ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.35	.28	.30	.21	.24		.34	.31			.32	.32	.28		.22	.15	.16	
3	READING				.17					.15									
4	GRADE POINT AVERAGE	.49	.43	.47	.42	.31	.17	.41	.42			.43	.43	.41	.16	.27	.17	.14	

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM			-.20	-.17			-.32				.24					
15	ESTHETICS	-.20	-.17			-.25			-.17			-.23	-.21	-.17			
16	INDEPENDENCE			-.25				.29									
17	MANAGEMENT	-.32			-.17	.29				-.15	-.32	-.31				-.21	-.33
19	SELF-SATISFACTION							-.15	-.32					-.32	-.19		.15
20	INTELLECTUAL STIMULATION	.24		-.23	-.21			-.31						.15	.34	.18	.34
21	CREATIVITY			-.17						-.32	-.19	.15	.34				
27	VARIETY							-.21	-.33		.13	.18	.34				
29	TOTAL INTRINSIC	.42	.37	.18	.26	.22	.40			.16	.17	.35	.51	.20	.47	.37	.39

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS					.26	.33	.20	.44	-.16	-.26	-.30	-.23	-.24	
22	SECURITY						-.16		.15					-.18	
23	PRESTIGE	.26	.33		-.16				.26	-.37	-.28	-.33	-.28	-.17	
24	ECONOMIC RETURNS	.20	.44		.15		.26				-.14	-.14			-.15
25	SURROUNDINGS	-.16	-.26			-.37	-.28		-.14				.21	-.14	
26	ASSOCIATES	-.30	-.23			-.33	-.28	-.14			.21				-.15
28	FOLLOW: FATHER	-.24	-.10	-.18		-.17			-.15	-.14			-.15		
30	TOTAL EXTRINSIC	.32	.49	.29	.30	.27	.36	.44	.57		.14		.15	.26	.26

FIGURE 9

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-ACTIV.		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS		-.30				-.19		.28	-.25	-.31		-.25			-.29	-.41	-.32	-.49
22	SECURITY			-.15	-.32		-.24					-.14	-.22		-.35		-.22	-.29	-.30
23	PRESTIGE	-.18	-.36	.30	.25	-.25				-.21	-.32	-.15	-.39			-.27	-.28	-.26	-.36
24	ECONOMIC RETURNS	-.34	-.40					.25	.24		-.20	-.23	-.34		-.16	-.29	-.33	-.44	-.57
25	SURROUNDINGS			-.18			-.22		-.20	.14	.29			-.30	-.31	.27	.20		-.14
26	ASSOCIATES								-.20	.21	.30			-.27	-.38		.24		-.15
28	FOLLOW FATHER			-.17	-.24												-.15	-.27	-.26
30	TOTAL EXTRINSIC	-.42	-.37	-.18	-.26	-.22	-.40			-.16	-.17	-.35	-.51	-.20	-.47	-.37	-.39	-.100	-.100

HYPOTHESIS 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation
Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. ASP.		36* OCC. INT. OCC. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATION			.74	.71	.63	.63
32	OCCUPATIONAL EXPECTATION	.74	.71			.64	.76
36	EDUCATIONAL ASPIRATION	.63	.63	.64	.76		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. EXP./ASP.	
		10	14	10	14
34	EXPECTATION-ASPIRATION			.36	.38
35	OCCUPATION-ASPIRATION	.36	.38		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI ACCRESSION		40 SAI IPR		41 SAI ANXIETY	
		10	14	10	14	10	14	10	14	10	14
37	SAI TASK ACHIEVEMENT			.39	.56	.31	.55	.61	.52	.37	.23
38	AUTHORITY	.39	.56			.21	.39		.43	.45	.20
39	AGGRESSION	.31	.55	.21	.59			.43	.49	.18	.35
40	INTERPERSONAL RELATIONS	.61	.52		.43	.43	.49				.42
41	ANXIETY	.37	.23	.45	.20	.18	.35		.42		
42	TOTAL SCORE	.74	.80	.57	.77	.76	.85	.63	.74	.54	.52

PROJECT 3
SUMMARY TABLES OF INTERCORRELATIONS - STAGE III

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION		83 STANCE AUTHORITY		92 STANCE ANXIETY		74 STANCE IPR		65 STANCE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	STANCE										
100	AGGRESSION									-.19	
83	AUTHORITY							.13	.26	.17	.26
92	ANXIETY										
74	INTERPERSONAL RELATIONS				.26						
65	TASK ACHIEVEMENT	-.19		.17	.26						
109	TOTAL STANCE	.31	.36	.61	.70	.51	.49	.54	.60	.48	.48

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	ENGAGEMENT										
101	AGGRESSION					.15					
84	AUTHORITY									.14	
93	ANXIETY	.15									.15
75	INTERPERSONAL RELATIONS										.15
66	TASK ACHIEVEMENT			.14			.15		.15		
110	TOTAL ENGAGEMENT	.40	.25	.48	.47	.54	.50	.56	.61	.58	.63

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION				.14	.14	.17				
76	AUTHORITY		.14								
85	ANXIETY	.14	.17								
94	INTERPERSONAL RELATIONS									.15	
102	TASK ACHIEVEMENT							.15			
111	TOTAL AID/ADVICE	.36	.65	.57	.62	.54	.49	.47	.38	.27	.24

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.16	.26	.19			.15		.17
86	AUTHORITY	.16	.26			.21		.21	.20	.42	.37
95	ANXIETY	.19		.21				.14		.14	
77	INTERPERSONAL RELATIONS		.15	.21	.20	.13				.24	.22
68	TASK ACHIEVEMENT		.17	.42	.37	.14		.24	.22		
112	TOTAL COPING EFF.	.18	.45	.20	.34	.32	.30	.63	.66	.68	.66

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE			.64	.68	.67	.67	.63	.73
110	TOTAL ENGAGEMENT	.64	.68			.94	.91	.73	.73
111	TOTAL AID/ADVICE	.67	.67	.94	.91			.75	.72
112	TOTAL COPING EFF.	.63	.73	.73	.73	.75	.72		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
82	ATTITUDE AUTHORITY					.34	.29	.26	.19
91	ANXIETY							.18	.16
73	INTERPERSONAL RELATIONS	.34	.29					.26	.14
64	TASK ACHIEVEMENT	.26	.19	.18	.16	.26	.14		
108	TOTAL ATTITUDE	.76	.75	.29	.28	.75	.68	.62	.57

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST.AFF. AGGRESSION		87 HOST.AFF. AUTHORITY		96 HOST.AFF. ANXIETY		78 HOST.AFF. IPR		69 HOST.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
104	HOST. AFFECT AGGRESSION			.19	.17	.19		.19			
87	AUTHORITY	.19	.17					.24	.17	.35	.17
96	ANXIETY	.19						.15	.17		
78	INTERPERSONAL RELATIONS	.19		.24	.17	.15	.17			.14	
69	TASK ACHIEVEMENT			.35	.17			.14			
113	TOTAL HOSTILE AFFECT	.57	.54	.69	.66	.44	.48	.69	.61	.43	.33

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE.AFF. AUTHORITY		97 DEPR. AFF. ANXIETY		79 DEPR. AFF. IPR		70 DEPR.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
105	DEPRESS.AFF. AGGRESSION				.19		.16				
88	AUTHORITY		.14			.24	.18				
97	ANXIETY		.10	.24	.16				.24		
79	INTERPERSONAL RELATIONS						.24			.14	
70	TASK ACHIEVEMENT							.14			
114	TOTAL DEPRESSIVE		.30	.25	.17	.66	.74	.45	.45	.19	.20

FIGURE 3

CROSSWAY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.29	.25	.19	.17	.23	.14		
89	AUTHORITY	.29	.25			.20	.19	.20	.19	.24	.20
98	ANXIETY	.19	.17	.20	.19			.18	.18		.15
80	INTERPERSONAL RELATIONS	.23	.14	.20	.19	.18	.18			.19	
71	TASK ACHIEVEMENT			.24	.20		.15	.19			
113	TOTAL NEUTRAL AFF.	.53	.36	.69	.71	.53	.55	.66	.59	.46	.42

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS.AFF. AGGRESSION		90 POS.AFF. AUTHORITY		99 POS.AFF. ANXIETY		81 POS.AFF. IPR		72 POS.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY							.40		.44	
99	ANXIETY										
81	INTERPERSONAL RELATIONS			.40						.16	
72	TASK ACHIEVEMENT			.44				.16			
116	TOTAL POS. AFFECT			.46		.74	.86	.45		.51	.56

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
	TOTAL						
108	ATTITUDE	-.32	-.24	.15			

HYPOTHESIS 21: There will be positive relationships between the Total Positive Affect Measure and the Total Attitude Measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE	.16		-.24	-.34	-.48	-.42		
110	TOTAL ENGAGEMENT			-.34	-.43	-.26	-.28	.26	.17
111	TOTAL AID/ADVICE			-.40	-.44	-.30	-.26	.25	.14
112	TOTAL COPING EFF.			-.50	-.47	-.30	-.38	.35	.29

FIGURE 3

CRIMAX TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3											.15			
149	AGGRESSION														
	STORY 5														
177	AUTHORITY														
	STORY 4														
163	ANXIETY														
	STORY 6														
191	ANXIETY														
	STORY 2														
135	IPR														
	STORY 1													.22	.16
121	ACAD.TASK ACH.	.15													
	STORY 7											.22	.16		
205	NA - TASK ACH.														
	TOTAL														
219	STANCE	.73	.72					.24		.12	.30	.65	.59	.24	.44

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3								.16						
150	AGGRESSION														
	STORY 5														
178	AUTHORITY														
	STORY 4										.16				
164	ANXIETY														
	STORY 6		.16									.15	.20		
192	ANXIETY														
	STORY 2						.16								.24
136	IPR														
	STORY 1							.15	.20						.21
122	ACAD.TASK ACH.														
	STORY 7										.24		.21		
206	NA - TASK ACH.														
	TOTAL														
220	ENGAGEMENT	.51	.52	.32	.25	.26	.17	.49	.51	.25	.38	.54	.60	.37	.52

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION														
	STORY 5														
179	AUTHORITY														
	STORY 4										.20				.24
165	ANXIETY														
	STORY 6												.22		
193	ANXIETY														
	STORY 2						.20								
137	IPR														
	STORY 1								.22						.16
123	ACAD.TASK ACH.														
	STORY 7						.24						.16		
207	NA - TASK ACH.														
	TOTAL														
221	INITIATION	.54	.59	.33	.15		.19	.49	.46	.34	.36	.52	.57	.31	.50

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION				-.18										
	STORY 5														
180	AUTHORITY		-.18												
	STORY 4														
166	ANXIETY														
	STORY 6														
194	ANXIETY														
	STORY 2														
138	IPR														
	STORY 1														
124	ACAD.TASK ACH.														
	STORY 7														
208	NA - TASK ACH.														
	TOTAL														
222	AID/ADVICE	.57	.59	.29	.23	.24	.25	.50	.35	.26	.27	.49	.50	.28	.34

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
153	AGGRESSION								.14		.17				
	STORY 5														
181	AUTHORITY					.18									
	STORY 4														
167	ANXIETY			.18								.14	.16		
	STORY 6														
195	ANXIETY		.14									.14			
	STORY 2														
139	IPR		.17												
	STORY 1														
125	ACAD.TASK ACH.					.14	.16	.14							
	STORY 7														
209	NA - TASK ACH.														
	TOTAL														
223	SOLVER	.47	.50	.39	.40	.47	.47	.46	.41	.39	.45	.49	.50	.42	.47

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION				.16			.15							
	STORY 5														
182	AUTHORITY		.16				.17			.20	.15				
	STORY 4														
168	ANXIETY				.17				.15			.16	.19		
	STORY 6														
196	ANXIETY	.15					.15					.17	.17		
	STORY 2														
140	IPR			.20	.15										
	STORY 1														
126	ACAD.TASK ACH.					.16	.19	.17	.17						
	STORY 7														
210	NA - TASK ACH.														
	TOTAL														
224	IMPLEMENTATION	.42	.47	.47	.46	.53	.54	.58	.54	.29	.37	.49	.56	.27	.37

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION			.15	.15										
	STORY 5														
183	AUTHORITY	.15	.15				.17			.14					
	STORY 4														
169	ANXIETY				.17							.15	.22		
	STORY 6														
197	ANXIETY														
	STORY 2														
141	IPR			.14											.19
	STORY 1														
127	ACAD.TASK ACH.					.15	.22								
	STORY 7														
211	NA - TASK ACH.										.19				
	TOTAL														
225	OUTCOME	.37	.42	.50	.48	.41	.47	.44	.35	.37	.48	.51	.57	.48	.47

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3								.15					.17	.14
156	AGGRESSION														
	STORY 5					.19	.19		.21	.14	.14				
184	AUTHORITY														
	STORY 4			.19	.19						.15			.14	
170	ANXIETY														
	STORY 6		.15		.21										
198	ANXIETY														
	STORY 2			.14	.14		.15								
142	IPR														
	STORY 1														
128	ACAD.TASK ACH.														
	STORY 7														
212	NA - TASK ACH.	.17	.14			.14									
	TOTAL EVAL.														
226	OF OUTCOME	.45	.55	.54	.60	.41	.38	.29	.31	.48	.45	.44	.42	.50	.39

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3				.24				.20						
157	AGGRESSION														
	STORY 5		.24				.22		.16	.19				.13	
185	AUTHORITY														
	STORY 4				.22			.15	.14			.19	.18		
171	ANXIETY														
	STORY 6		.20		.16	.15	.14					.16	.20		
199	ANXIETY														
	STORY 2			.19											.14
143	IPR														
	STORY 1					.19	.18	.16	.20						.16
129	ACAD.TASK ACH.														
	STORY 7			.15							.14		.16		
213	NA - TASK ACH.														
	TOTAL														
227	COPING EFF.	.53	.60	.39	.38	.35	.41	.50	.49	.34	.38	.57	.59	.41	.47

FIGURE 3

CORRELATION TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION				.20	.15									
	STORY 5														
190	AUTHORITY		.20				.19								
	STORY 4														
176	ANXIETY	.15			.19										
	STORY 6														
204	ANXIETY											.19	.21		
	STORY 2														
148	IPR											-.15			
	STORY 1														
134	ACAD.TASK ACH.							.19	.21	-.15					
	STORY 7														
218	NA - TASK ACH.														
	TOTAL														
232	INSTRUMENTALITY	.48	.44	.41	.46	.47	.43	.56	.51	.32	.36	.37	.40	.42	.56

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.34	.25	.41	.32	.40	.17	.28	.18	.22	.18
	TOTAL												
220	ENGAGEMENT	.34	.25			.82	.84	.61	.61	.50	.47	.48	.49
	TOTAL												
221	INITIATION	.41	.32	.82	.84			.74	.73	.65	.56	.60	.55
	TOTAL												
222	AID/ADVICE	.40	.17	.61	.61	.74	.73			.59	.44	.51	.41
	TOTAL												
223	SOLVER	.28	.18	.50	.47	.65	.56	.59	.44			.81	.85
	TOTAL												
224	IMPLEMENTATION	.22	.18	.48	.49	.60	.55	.51	.41	.81	.85		
	TOTAL												
225	OUTCOME	.29	.27	.46	.38	.52	.44	.31	.28	.61	.67	.67	.78
	TOTAL EVAL.												
226	OF OUTCOME	.17		.28	.22	.30	.29	.22	.17	.44	.49	.45	.51
	TOTAL												
227	COPING EFFECT.	.42	.33	.76	.72	.85	.79	.69	.60	.81	.81	.84	.87
	TOTAL RESPONSE												
228	LENGTH		.16										.15
	TOTAL												
232	INSTRUMENTALITY	.25	.23	.59	.61	.64	.60	.43	.29	.47	.50	.60	.60

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTCOME		226 COP. EFF. EVAL.OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES.LENGTH		232 COP. EFF. INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14
	TOTAL										
225	OUTCOME			.39	.56	.79	.83		.21	.44	.42
	TOTAL EVAL.										
226	OF OUTCOME	.39	.56			.54	.61		.29	.31	.36
	TOTAL										
227	COP.EFFECT.	.79	.83	.54	.61				.22	.53	.70
	TOTAL RESPONSE										
228	LENGTH		.21		.29		.22			.32	.32
	TOTAL										
232	INSTRUMENTALITY	.44	.42	.31	.36	.72	.70	.37	.32		

FIGURE 3

GERMANY TABLE OF INTERCORRELATIONS - GIRLS III

HYPOTHESIS 33: There will be a positive relationship among length of response across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
158	AGGRESSION			.52	.51	.39	.52	.46	.58	.38	.61	.34	.47	.43	.47
	STORY 5														
186	AUTHORITY	.52	.51			.51	.49	.54	.59	.48	.49	.35	.38	.47	.52
	STORY 4														
172	ANXIETY	.39	.52	.51	.49			.60	.50	.44	.52	.44	.39	.44	.48
	STORY 6														
200	ANXIETY	.46	.58	.54	.59	.60	.50			.47	.52	.52	.41	.44	.58
	STORY 2														
144	IPR	.38	.61	.48	.49	.44	.52	.47	.52			.39	.53	.47	.53
	STORY 1														
130	ACAD.TASK ACH.	.34	.47	.35	.38	.44	.39	.52	.41	.39	.53			.20	.29
	STORY 7														
214	NA - TASK ACH.	.43	.47	.47	.52	.44	.48	.44	.58	.47	.53	.20	.29		
	TOTAL LENGTH														
228	OF RESPONSE	.68	.78	.75	.76	.77	.75	.81	.79	.72	.79	.66	.67	.66	.74

HYPOTHESIS 34: There will be a positive relationshp among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
159	AGGRESSION														
	STORY 5														
187	AUTHORITY					.23		.19							.30
	STORY 4														
173	ANXIETY			.23				.16	.14		.24		.16		
	STORY 6														
201	ANXIETY			.19		.16	.14				.22		.20	.25	
	STORY 2														
145	IPR						.24		.22						
	STORY 1														
131	ACAD.TASK ACH.						.16		.20						.16
	STORY 7														
215	NA - TASK ACH.				.30			.25					.16		
	TOTAL														
229	POSITIVE AFF.	.20	.24	.55	.53	.66	.59	.47	.52	.46	.52	.29	.46	.47	.54

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
160	AGGRESSION				.23	.23			.15		.23				.18
	STORY 5														
188	AUTHORITY		.23					.17	.15					.22	.17
	STORY 4														
174	ANXIETY	.23											.18	.15	
	STORY 6														
202	ANXIETY		.15	.17	.15					.15			.14		.25
	STORY 2														
146	IPR		.23					.15							
	STORY 1														
132	ACAD.TASK ACH.						.18		.14						
	STORY 7														
216	NA - TASK ACH.		.18	.22	.17	.15			.25						
	TOTAL NEGATIVE														
230	AFFECT HERO	.50	.56	.44	.53	.54	.48	.60	.56	.29	.42	.38	.46	.42	.44

FIGURE 5

PRIMARY TABLE OF CLINICAL CORRELATIONS - STEP III

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and others

		161 Story 3 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 Story 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
161	AGGRESSION				.16	.19	.16		.23		.30		.14		.19
	STORY 5														
189	AUTHORITY		.16			.13	.23	.26	.22		.16		.14		.22
	STORY 4														
175	ANXIETY	.19	.16		.23			.27	.23				.24		.28
	STORY 6														
203	ANXIETY	.10	.23	.26	.22	.27	.23			.14			.23	.21	.31
	STORY 2														
147	IPR	.13	.30		.16			.14				.17		.17	.14
	STORY 1														
133	ACAD.TASK ACH.		.14		.14		.24		.23	.17					.18
	STORY 7														
217	NA - TASK ACH.		.19		.22		.28	.21	.31	.17	.14		.18		
	TOTAL AFFECT														
231	HERO & OTHERS	.47	.57	.48	.58	.57	.60	.68	.63	.46	.47	.39	.47	.40	.57

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect x Total Coping Style Measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL. OUTC		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE																				
229	AFFECT HERO					.14				.20		.20	.15	.22	.22	.35	.37	.22	.14	.17	
	TOTAL NEGATIVE																				
230	AFFECT HERO			-.29	-.29	-.20	-.18			-.24	-.19	-.21						-.19			

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 1																
130	RES. LENGTH						.19										
	STORY 2																
144	RES. LENGTH										.15		.17				.15
	STORY 3																
158	RES. LENGTH			.17		.18	.23				.17					.16	.18
	STORY 4																
172	RES. LENGTH						.25	-.14									.16
	STORY 5																
186	RES. LENGTH			.15		.17	.28			.17							.21
	STORY 6																
200	RES. LENGTH					.18	.21				.23						.15
	STORY 7																
214	RES. LENGTH					.19	.21				.15			.18	.22	.15	.23
	TOTAL RESPONSE																
228	LENGTH					.19	.28	-.13			.20						.22

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimensions and Coping Effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION		127 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
100	AGGRESSION									.15							
83	AUTHORITY																
92	ANXIETY																
74	IPR	.15															
65	TASK ACH.							-.15									
	TOTAL																
109	STANCE																

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 IA - TA		220 TOTAL ENGAGEMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
101	AGGRESSION							.13				.13				.18	
84	AUTHORITY								.22				.27				.17
93	ANXIETY					.15		.14					.18			.19	
75	INTERPERSONAL RELATIONS									-.16							
66	TASK ACHIEVEMENT			.18													
110	TOTAL ENGAGEMENT									-.14			.22			.18	

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
102	AGGRESSION											.15			-.15	.20	
85	AUTHORITY					-.20			.22								
94	ANXIETY							.21					.22			.16	.15
67	ACADEMIC TASK ACH.			.15													
111	TOTAL AID/ADVICE												.20			.14	

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
103	AGGRESSION			-.18								.19					
86	AUTHORITY								.18				.16				.17
95	ANXIETY											.14					
77	INTERPERSONAL RELATIONS																
68	TASK ACHIEVEMENT								.15								
112	TOTAL COPING EFF.								.18								.17

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		209 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. - PRO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE POSITIVE AFFECT																
107	AGGRESSION POSITIVE AFFECT																
90	AUTHORITY POSITIVE AFFECT												.15				
99	ANXIETY POSITIVE AFFECT																
81	IPR POSITIVE AFFECT																
72	TASK ACH. TOTAL		.17														
116	POSITIVE AFFECT																

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	201 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 PA - TA 10	14	229 TOTAL POS. AFF. 10	HERO 14
	AGGRESSION																
104	HOSTILE		-.15														
	AGGRESSION																
105	DEPRESSIVE		.15						.14					.15			
	AUTHORITY																
87	HOSTILE								-.14								
	AUTHORITY																
88	DEPRESSIVE		.20						.14								.15
	ANXIETY																
96	HOSTILE																-.15
	ANXIETY																
97	DEPRESSIVE		.15											.19			
	IPR																
78	HOSTILE																
	IPR																
79	DEPRESSIVE										.17						
	TASK ACH.																
69	HOSTILE								.14								
	TASK ACH.																
70	DEPRESSIVE																
	TOTAL																
115	HOSTILE				-.14												
	TOTAL																
114	DEPRESSIVE		.18						.19								.14

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14	230 TOTAL NEG. AFFECT 10	14
	NEGATIVE AFF.																
107	AGGRESSION																
	POSITIVE AFF.																
90	AUTHORITY																
	POSITIVE AFF.				.15												
99	ANXIETY																
	POSITIVE AFF.												.21			-.14	
81	IPR																
	POSITIVE AFF.																
72	TASK ACH.																
	TOTAL																
116	POSITIVE AFF.	-.14													.14	-.15	

HYPOTHESIS 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		160 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14	230 TOTAL NEG. AFF. 10	14
	AGGRESSION																
104	HOSTILE																
	AGGRESSION																
105	DEPRESSIVE																
	AUTHORITY																
87	HOSTILE	.14				.15										.15	
	AUTHORITY																
88	DEPRESSIVE																
	ANXIETY																
96	HOSTILE																
	ANXIETY						.20					.15	.18				.16
97	DEPRESSIVE																
	IPR																
78	HOSTILE					-.20											
	IPR																
79	DEPRESSIVE																
	TASK ACH.																
69	HOSTILE																
	TASK ACH.																
70	DEPRESSIVE																
	TOTAL																
115	HOSTILE	.17															
	TOTAL						.17									.15	.14
114	DEPRESSIVE																

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping measures

		65 TASK ACH. STANCE		66 TASK ACH. ENGAGEMENT		67 TASK ACH. AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
37	TASK ACH.	.46		.45		.38	-.15	.37		.31	.14	.20	
	TOTAL												
42	SAI SCORE	.72		.60		.45		.55		.52		.29	

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures on the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
40	IPR				.16		.16	.25		.34	.15	.22	
	TOTAL												
42	SAI SCORE	.27						.55		.52		.29	

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE		84 AUTHORITY ENGAGEMENT		85 AUTHORITY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
38	AUTHORITY		.20		.15			.35	.16	.38		.21	
	TOTAL												
42	SAI SCORE		.25		.16	-.23	.18	.55		.52		.29	

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		92 ANXIETY STANCE		93 ANXIETY ENGAGEMENT		94 ANXIETY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
41	ANXIETY	.32	-.17	.34		.18		.56		.49		.41	
	TOTAL												
42	SAI SCORE	.16	-.16	.22				.55		.52		.29	

HYPOTHESIS 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 AGGRESSION STANCE		101 AGGRESSION ENGAGEMENT		102 AGGRESSION AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
39	AGGRESSION	.14						.36	.17	.27			
	TOTAL												
42	SAI SCORE	.17		.18		.18		.55		.52		.29	

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE			.23	
122	ENGAGEMENT			.16	-.16
123	INITIATION				-.17
124	AID/ADVICE	.22		.25	
125	SOLVER	.19		.15	
126	IMPLEMENTATION	.23		.23	
127	OUTCOME EVALUATION	.39	-.14	.27	-.15
128	OF OUTCOME	-.25	-.26		-.17
134	INSTRUMENTALITY TOTALS	.18		.15	
219	STANCE	.16		.26	
220	ENGAGEMENT	.24	.15	.41	.19
221	INITIATION	.37	.14	.49	
222	AID/ADVICE		.16	.27	
223	SOLVER	.34		.30	-.18
224	IMPLEMENTATION	.33		.47	
225	OUTCOME EVALUATION		-.14	.20	
226	OF OUTCOME				
232	INSTRUMENTALITY	.31		.34	.24

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI IPR		42 SAI TOT. SCORE	
	INTERPERSONAL RELATIONS	10	14	10	14
135	STANCE	.18	.22	.31	
136	ENGAGEMENT	-.18	-.20		
137	INITIATION	.14	-.24	.27	-.18
138	AID/ADVICE		-.25		
139	SOLVER	.14	-.26	.22	-.22
140	IMPLEMENTATION		-.23		
141	OUTCOME EVALUATION	-.15	-.18		
142	OF OUTCOME	-.24	-.21	.13	
148	INSTRUMENTALITY TOTALS			-.17	
219	STANCE	.39		.26	
220	ENGAGEMENT	.50		.41	.19
221	INITIATION	.66		.49	
222	AID/ADVICE	.32		.27	
223	SOLVER	.38	-.27	.30	-.18
224	IMPLEMENTATION	.52	-.26	.47	
225	OUTCOME EVALUATION	.32	-.17	.20	
226	OF OUTCOME				
232	INSTRUMENTALITY	.49		.34	.24

FIGURE 3

COMPANY TABLE OF CORRELATIONS - STAGE III

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION 10	39 SAI AGGRESSION 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	AGGRESSION				
149	STANCE	.37	.25		
150	ENGAGEMENT	.73	.31	.52	.41
151	INITIATION	.69	.18	.49	.29
152	AID/ADVICE	.72	.23	.53	.31
153	SOLVER	.54		.55	
154	IMPLEMENTATION	.48		.50	
155	OUTCOME	.22	.17	.15	.22
156	EVALUATION OF OUTCOME	.23		.30	
162	INSTRUMENTALITY	.63		.47	.20
	TOTALS				
219	STANCE	.40	.27	.26	
220	ENGAGEMENT	.59	.16	.41	.19
221	INITIATION	.63		.49	
222	AID/ADVICE	.42		.27	
223	SOLVER	.21	-.24	.30	-.18
224	IMPLEMENTATION	.42		.47	
225	OUTCOME	.27		.20	
226	EVALUATION OF OUTCOME	.21			
232	INSTRUMENTALITY	.35	.21	.34	.24

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	ANXIETY STORY 4				
163	STANCE				
164	ENGAGEMENT	-.20	-.24		-.26
165	INITIATION		.17		
166	AID/ADVICE				-.18
167	SOLVER				-.20
168	IMPLEMENTATION	.20			-.15
169	OUTCOME		.16		
170	EVALUATION OF OUTCOME			.28	
176	INSTRUMENTALITY			-.16	.17
	TOTALS				
219	STANCE	-.24	-.19	.26	
220	ENGAGEMENT	-.27	.19	.41	.19
221	INITIATION	-.26		.49	
222	AID/ADVICE	-.39		.27	
223	SOLVER	-.16		.30	-.18
224	IMPLEMENTATION			.47	
225	OUTCOME			.20	
226	EVALUATION OF OUTCOME	-.21			
232	INSTRUMENTALITY	-.24	-.18	.34	.24

TABLE 3

CROSS TABS OF SIGNIFICANT CORRELATIONS - STORY III

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY		42 SAI TOT. SCORE	
	AUTHORITY	10	14	10	14
177	STANCE				
178	ENGAGEMENT			-.29	.24
179	INITIATION		-.18		
180	AID/ADVICE		-.23		-.18
181	SOLVER	.18		-.19	
182	IMPLEMENTATION			.23	
183	OUTCOME EVALUATION			.23	
184	OF OUTCOME	-.23	.35	-.16	
190	INSTRUMENTALITY		.19		.26
	TOTALS				
219	STANCE			.26	
220	ENGAGEMENT		.17	.41	.19
221	INITIATION			.49	
222	AID/ADVICE			.27	
223	SOLVER	.15		.30	-.18
224	IMPLEMENTATION			.47	
225	OUTCOME EVALUATION OF	-.19		.20	
226	OUTCOME		.28		
232	INSTRUMENTALITY		.34	.34	.24

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY	10	14	10	14
	STORY 6				
191	STANCE				
192	ENGAGEMENT		-.15	.31	.18
193	INITIATION	-.14	-.17	.46	
194	AID/ADVICE	-.50		-.19	.18
195	SOLVER		.35	.32	.25
196	IMPLEMENTATION	.32	.16	.45	
197	OUTCOME EVALUATION				
198	OF OUTCOME	-.21	.17		.24
204	INSTRUMENTALITY	.45		.52	
	TOTALS				
219	STANCE	-.24	-.19	.26	
220	ENGAGEMENT	-.27	.19	.41	.19
221	INITIATION	-.26		.49	
222	AID/ADVICE	-.39		.27	
223	SOLVER	-.16		.30	-.18
224	IMPLEMENTATION			.47	
225	OUTCOME EVALUATION			.20	
226	OF OUTCOME	-.32			
232	INSTRUMENTALITY	-.23	.18	.34	.24

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NONACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE	-.15		-.28	
206	ENGAGEMENT			.28	
207	INITIATION			.17	
208	AID/ADVICE				
209	SOLVER		-.22		-.17
210	IMPLEMENTATION				
211	OUTCOME EVALUATION	-.22	-.26	-.20	-.16
212	OF OUTCOME	-.25		-.31	
218	INSTRUMENTALITY TOTALS				
219	STANCE	.16		.26	
220	ENGAGEMENT	.24	.15	.41	.19
221	INITIATION	.37	.14	.49	
222	AID/ADVICE		.16	.27	
223	SOLVER	.34		.30	-.18
224	IMPLEMENTATION	.33		.47	
225	OUTCOME EVALUATION		-.14	.20	
226	OF OUTCOME				
232	INSTRUMENTALITY	.31		.34	.24

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			-.19	.42				.14	.34			.35
38	AUTHORITY	.18			.38	-.35		-.27	.18	.26	.26		.35
39	AGGRESSION	.43	.16	.40	.29				.18	.65	.32	.53	.40
40	INTERPERSONAL RELATIONS			.27	.43	.53		.21	.17	.59	.40	.51	.32
41	ANXIETY	.30					-.22			.40	.14	.14	
42	TOTAL SAI SCORE	.35		.19	.42				.19	.73		.40	.40

HYPOTHESIS 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 AA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT	.22	.25	.34	.14	-.14		.22		.25		.21		-.14	-.15	.27	
38	AUTHORITY	.14	.30					-.17	.27	.32		-.17		-.19			.15
39	AGGRESSION	.67	.22	-.42			-.16	.29	.14	.14		.31		.15		.53	
40	INTERPERSONAL RELATIONS	.41	.18				-.14	.68			-.25	.42		.17	-.16	.55	-.15
41	ANXIETY		.24	.19		.17				-.21		-.22		-.38		-.23	
42	TOTAL SAI SCORE	.51	.31					.15	.19	.16		.22	-.14			.42	

FIGURE 3
GERMANY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		201 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT	.16		-.39		-.57		-.17	-.24	-.32	.26		29		.25	-.45	.18
38	AUTHORITY	.14					-.19	-.46		-.66		-.73	.23	-.73		-.68	
39	AGGRESSION	.34			.14								.25				
	INTERPERSONAL																
40	RELATIONS		-.32	-.36		-.43	.16										
41	ANXIETY	.21	.15			-.16		-.23		-.54	-.15	-.37		-.37		-.40	
	TOTAL																
42	SAI SCORE	.31		-.21		-.31		-.23		-.39		-.35	.23	-.34		-.44	

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion
VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT			-.18	.28		-.16	.17		.22	.17	.21					.14
38	AUTHORITY	.20					-.29	.24			.22	.14		-.73	-.27		
39	AGGRESSION			-.31	.26		-.18			.17		-.24					
	INTERPERSONAL																
40	RELATIONS	-.36		-.18	.29			-.28			.31		.24		.16	-.32	.31
41	ANXIETY			-.21		-.20		.27					.23	-.37	.19		
	TOTAL																
42	SAI SCORE			-.26	.27		-.18			.17	.21			-.34			

HYPOTHESIS 49a: The SAI Good Coping Scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion
VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS.AFF. TASK ACH.		81 POS.AFF. IPR		90 POS.AFF. AUTHORITY		99 POS.AFF. ANXIETY		107 POS.AFF. AGGRESSION		116 POS.AFF. TOTAL	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT		-.32	.15					-.20				-.35
38	AUTHORITY	-.28	-.30					.23					
39	AGGRESSION	-.20	-.22	-.20									
	INTERPERSONAL												
40	RELATIONS							.19				.18	
41	ANXIETY	-.18						.19					
	TOTAL												
42	SAI SCORE	-.21	-.26					24					-.14

FIGURE 3

PRIMARY TABLES OF PRODUCT MOMENT CORRELATIONS - SCALE III

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
	TASK ACHIEVE.												
69	HOSTILE	.18				-.30						-.16	
	TASK ACHIEVE.												
70	DEPRESSIVE	-.30		-.69					-.17	-.50		-.42	
	IPR												
78	HOSTILE			.14		-.29		-.21	-.31			-.15	-.15
	IPR												
79	DEPRESSIVE			-.29		.17		.19		-.33			
	AUTHORITY												
87	HOSTILE	.27	-.38		-.50	-.21	-.35		-.53	-.20		-.10	-.50
	AUTHORITY												
88	DEPRESSIVE		.	.24					.29				.14
	ANXIETY												
96	HOSTILE			.23	.15	-.29	.23	-.55	-.16	-.39		-.34	
	ANXIETY												
97	DEPRESSIVE			.15	-.19		-.15			.32	.15		
	AGGRESSION												
104	HOSTILE			-.25		-.37				-.33		-.38	
	AGGRESSION												
105	DEPRESSIVE	.15	-.14		-.20	-.33				.20			
	TOTAL												
113	HOSTILE		-.23		-.25	-.45	-.17	-.27	-.44	-.25		-.33	-.29
	TOTAL												
114	DEPRESSIVE											-.15	

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																		
108	ATTITUDE																		
	TOTAL																		.21
109	STANCE		.24							-.26	.15								
	TOTAL																		
110	ENGAGEMENT		.14	.14															
	TOTAL																		
111	AID/ADVICE		.14	.14						-.14	.21								
	TOTAL																		.18
112	COPING EFF.	.17	.20								.14								
	TOTAL																		
219	STANCE																		
	TOTAL																		
220	ENGAGEMENT																		
	TOTAL																		
221	INITIATION																		
	TOTAL				-.16														
222	AID/ADVICE																		
	TOTAL																		
223	SOLVER																		
	TOTAL																		
224	IMPLEMENTATION																		
	TOTAL																		
225	OUTCOME																		
	TOTAL EVAL.																		
226	OF OUTCOME																		
	TOTAL																		
227	COPING EFF.																		
	TOTAL																		
232	INSTRUMENTALITY								-.14										

HYPOTHESIS 51: The Occupational Values Intrinsic measure will be positively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI Good Coping measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																		
37	ACHIEVEMENT		.35	-.41		-.15	.20			-.32		.35		.47					.34
											-.37					-.22		.22	
38	AUTHORITY	.34	.26																
							.15			-.27	-.18		.14	.36			.19	.26	
39	AGGRESSION	.25																	
	INTERPERSONAL																		
40	RELATIONS		.22	-.61				-.26		-.26	-.14	.33		.69		.33	.18		.22
						-.56	.18		-.20			.20	-.21	.37	-.32	-.23			
41	ANXIETY																		
	TOTAL																		
42	SAI SCORE	.24	.26	-.24		-.17	.19			-.27	-.23	.24		.54			.18	.14	.19

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL STORY																		
229	POS. AFFECT				.18					.16									
	TOTAL SENT.																		
116	POS. AFFECT												.15						.16

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
	SENTENCE	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																		
113	HOSTILE	-.17	-.15																-.16
	TOTAL																		
114	DEPRESSIVE								-.14	.23				-.14					
	TOTAL STORY																		
230	NEGATIVE AFF.									.18				-.14					

FIGURE 3

SUMMARY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL.FATHER		30 OCC. VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE																
	TOTAL																
220	ENGAGEMENT																
	TOTAL							-.15									
221	INITIATION																
	TOTAL																
222	AID/ADVICE																
	TOTAL																
223	SOLVER																
	TOTAL																
224	IMPLEMENTATION																
	TOTAL																
225	OUTCOME																
	TOTAL EVAL.																
226	OF OUTCOME																
	TOTAL																
227	COPING EFF.																
	TOTAL																
232	INSTRUMENTALITY									.14							
	SENT. TOTAL																
108	ATTITUDE																
	TOTAL																-.21
109	STANCE		-.14				-.14		-.14								
	TOTAL							-.15									
110	ENGAGEMENT																
	TOTAL														-.14		
111	AID/ADVICE																
	TOTAL																-.18
112	COPING EFF.																

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI Good Coping measure.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL.FATHER		30 OCC. VAL. EXTRINSIC	
	SAI GOOD COP.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	MEASURES																
37	TASK ACHIEVE.	-.13	-.30		-.19				-.30	-.35	-.19	.15		.31			-.34
38	AUTHORITY	-.24		.30	-.19	-.20	.14	-.30		-.33				.25		-.22	
39	AGGRESSION				-.32	.21	.15	-.18	-.23			-.18		-.25		-.26	
	INTERPERSONAL							-.21			-.17	.22					-.22
40	RELATIONS																
41	ANXIETY	.20		.41		.33	.20		-.19	-.44	-.15	-.15	.34	-.17			
	TOTAL															-.14	-.19
42	SAI			.17	-.24		.14	-.27	-.25	-.26	-.14						

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL.FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY TOTAL																
229	POS. AFFECT																
	SENTENCE TOTAL																
116	POS. AFFECT	-.15			-.16												-.16

FIGURE 5

GUERNEY SCALES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SUPERVISN.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. ESTEEM		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
113	TOTAL HOSTILE																.16
114	TOTAL DEPRESSIVE												.15		-.20		
230	TOTAL STORY NEGATIVE AFFECT											.18					

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	OCC. INT.	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL./OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION				.20																
32*	OCCUPATIONAL EXPECTATION				.21		.14														
36*	EDUCATIONAL ASPIRATION			.17	.21	.16															

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

		108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	.0	14
31*	OCCUPATIONAL ASPIRATION		.15								
32*	OCCUPATIONAL EXPECTATION										
36*	EDUCATIONAL ASPIRATION										

*Remember that these Variables are reversed. Thus any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPS		41 SAI ANXIETY		42 SAI TOT. SCORE	
		10	14	10	14	10	14	10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION		.15	.18			.23	-.20	.41				.27
32*	OCCUPATIONAL EXPECTATION					-.30	.37			-.26		-.24	.16
36*	EDUCATIONAL ASPIRATION		.18	-.6-		-.20	.34	.21	.21	-.58		-.38	.26

*Remember that these Variables are reversed. Thus, any correlations involving these variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

CLIMAX TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory Story and Sentence Completion

VARIABLES: Occupational Aspiration, Educational Aspiration x Total Story and Sentence Positive Affect measures

		229 STORY TOT. POS.AFF.		116 SENT. TOT. POS.AFF.	
		10	14	10	14
31*	OCCUPATIONAL ASPIRATION				
32*	OCCUPATIONAL EXPECTATION				-.15
36*	EDUCATIONAL ASPIRATION		-.14		-.24

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		230 TOTAL STORY N.A.	
		10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION				-.14		-.15
32*	OCCUPATIONAL EXPECTATION			.14			-.14
36*	EDUCATIONAL ASPIRATION					-.18	-.18

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

CLIMAX TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values
Achievement BRS

VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH							-.19				.23				.18			
	ACHIEVEMENT																		
3	READING		.15				.24		-.17	.14		.18			.16		.20		.27
	ACHIEVEMENT																		
4	G.P.A.						.15												
	BRS																		
5	TASK ACHIEVE.											.20				.17		.17	
	BRS																		
6	AUTHORITY						.18					.24						.24	.17
	BRS																		
7	IPR											.16							
	BRS																		
8	IMPLEMENTATION										.14	.20				.15		.16	
	BRS																		
9	SELF-ASSERTION																		
	BRS																		
10	INITIATION						.15					.20						.14	
	BRS																		
11	SOLVER											.21				.18		.16	
	BRS										.15								
12	AGGRESSION																		
	BRS																		
13	ANXIETY			-.19								.28							

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH				-.18						-.17						
	ACHIEVEMENT																
3	READING	-.14	-.18		-.16			-.16			-.14						-.27
	ACHIEVEMENT																
4	G.P.A.																
	BRS															-.17	
5	TASK ACHIEVE.																
	BRS						-.14							-.11	-.10	-.23	-.17
6	AUTHORITY																
	BRS																
7	IPR																
	BRS														-.14	-.16	
8	IMPLEMENTATION																
	BRS											-.14					
9	SELF-ASSERTION																
	BRS															-.14	
10	INITIATION																
	BRS															-.15	
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS										-.16						
13	ANXIETY																

FIGURE 3

GERMANY TABLE OF [illegible] - STAGE III

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC. VAL., OCC. ASP.		32* OCC. VAL., OCC. EXP.		36* OCC. VAL., ED. ASP.	
		10	14	10	14	10	14
	ACHIEVEMENT						
2	MATH	-.19		-.30	-.27	-.41	-.26
	ACHIEVEMENT						
3	READING	-.32	-.44	-.37	-.40	-.44	-.68
	ACHIEVEMENT						
4	G.P.A.			-.26	-.17	-.23	
	BRS						
5	TASK ACHIEVE.						
	BRS						
6	AUTHORITY				-.16		-.14
	BRS						
7	IPR						
	BRS						
8	IMPLEMENTATION						
	BRS						
9	SELF-ASSERTION						
	BRS						
10	INITIATION						
	BRS						
11	SOLVER						
	BRS						
12	AGGRESSION						
	BRS						
13	ANXIETY						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive, are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 69: There will be negative relationships between the Occupational Interest discrepancy score and the Criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS

VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	14
	ACHIEVEMENT				
2	MATH		-.15		
	ACHIEVEMENT				
3	READING		-.16		
	ACHIEVEMENT				
4	G.P.A.				
	BRS				
5	TASK ACHIEVE.				
	BRS				
6	AUTHORITY				
	BRS				
7	IPR				
	BRS				
8	IMPLEMENTATION	-.14			
	BRS				
9	SELF-ASSERTION				
	BRS				
10	INITIATION				
	BRS				
11	SOLVER				
	BRS				
12	AGGRESSION				
	BRS				
13	ANXIETY				

FIGURE 3

GERMAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement BRS
VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH		.14			-.24				.24			
	ACHIEVEMENT												
3	READING	.31	-.16		-.19		-.32	.39		.42		.25	-.21
	ACHIEVEMENT												
4	G.P.A.	-.16	.16		.17		.24	.	.21	-.37		-.19	.24
	BRS												
5	TASK ACHIEVE.	.15	.26		.24	-.19	.19						.22
	NRS												
6	AUTHORITY		.26			-.17					.19		.17
	BRS												
7	IPR					.16	-.19						
	BRS												
8	IMPLEMENTATION		.20			-.18		-.15			.15		.15
	BRS												
9	SELF-ASSERTION		.15	-.43				.28		.19	.18		
	BRS												
10	INITIATION	.22	.28		.24	-.16	.15						.21
	BRS												
11	SOLVER			-.31		-.18	-.15				.14	-.26	
	BRS												
12	AGGRESSION	-.16						-.36	-.19	-.14		-.19	
	BRS												
13	ANXIETY	.16	.24	-.43		-.25	-.20	.36			.14		

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS
VARIABLES: Stance x Criterion measures

		103 STANCE AGGRESSION		83 STANCE AUTHORITY		92 STANCE ANXIETY		74 STANCE IPR		65 STANCE TASK ACH.		109 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH				.23		.14						.17
	ACHIEVEMENT												
3	READING										-.16		
	ACHIEVEMENT												
4	G.P.A.												
	BRS												
5	TASK ACHIEVE.				.15						.14		.19
	BRS												
6	AUTHORITY				.14								
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION										-.17		
	BRS												
10	INITIATION												.17
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION		.17										
	BRS												
13	ANXIETY												

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT							.17					
3	READING ACHIEVEMENT												
4	G.P.A. BRS												
5	TASK ACHIEVE. BRS												
6	AUTHORITY BRS												
7	IPR BRS							.15					
8	IMPLEMENTATION BRS												
9	SELF-ASSERTION BRS			-.14									
10	INITIATION BRS												
11	SOLVER BRS												
12	AGGRESSION BRS												
13	ANXIETY												

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT							.17					
3	READING ACHIEVEMENT										.16		
4	G.P.A. BRS										.17		
5	TASK ACHIEVE. BRS							.14			.21		.17
6	AUTHORITY BRS										.18		.15
7	IPR BRS							.16					
8	IMPLEMENTATION BRS										.18		.15
9	SELF-ASSERTION BRS			-.14									
10	INITIATION BRS										.17		
11	SOLVER BRS						-.14						
12	AGGRESSION BRS												
13	ANXIETY												

FIGURE 3

CORRELATION TABLES OF CRITERION CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		72 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT BRS												
2	MATH			.15	.14		.14				.16		
3	ACHIEVEMENT READING						.21			-.10			
4	ACHIEVEMENT G.P.A.							.15				.13	
5	TASK ACH.				.20			.15			.15		.19
6	AUTHORITY										.15		.14
7	IPR							.14					
8	IMPLEMENTATION				.18								
9	SELF-ASSERTION	-.17	-.17	-.15									
10	INITIATION				.19						.16		.18
11	SOLVER												
12	AGGRESSION												
13	ANXIETY	-.14											

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-3RS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE		91 ATTITUDE		73 ATTITUDE		64 ATTITUDE		108 ATTITUDE	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT BRS										
2	MATH			-.22					.21		
3	ACHIEVEMENT READING		-.15					-.16			
4	ACHIEVEMENT G.P.A.				-.18	.19					
5	TASK ACH.		.17					.14			
6	AUTHORITY										
7	IPR	.15						.15		.15	
8	IMPLEMENTATION	.17								.16	
9	SELF-ASSERTION										
10	INITIATION			-.14				.15			
11	SOLVER			-.15							
12	AGGRESSION	.15		-.16		.18		.18		.20	
13	ANXIETY		.17								

FIGURE 3

CRITICAL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH												
	ACHIEVEMENT						.24						.23
3	READING												
	ACHIEVEMENT												
4	G.P.A.												
	BRS												
5	TASK ACH.												
	BRS									.21			
6	AUTHORITY												
	BRS										.14		
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION												
	BRS										.15		
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY												

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION				.14		
	DEPRESSIVE						
105	AGGRESSION		-.17				
	HOSTILE						
87	AUTHORITY				.14		-.17
	DEPRESSIVE						
68	AUTHORITY						
	HOSTILE						
96	ANXIETY						
	DEPRESSIVE						
97	ANXIETY		-.15				
	HOSTILE						
78	IPR						
	DEPRESSIVE						
79	IPR				.20		
	HOSTILE						
69	TASK ACHIEVE.		-.18				
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE						-.15
	TOTAL						
114	DEPRESSIVE				.16		

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH.		6 BRS AUTHORITY		7 BRS IPR		8 BRS IMPLEMENT.		9 BRS SELF-ASST.		10 BRS INITIATION		11 BRS SOLVER		12 BRS AGGRESSION		13 BRS ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	HOSTILE																		
104	AGGRESSION										.15								
	DEPRESSIVE																		
105	AGGRESSION												-.15						
	HOSTILE																		
87	AUTHORITY		-.19																
	DEPRESSIVE																		
88	AUTHORITY			.19		.19		.19				.20				.17		.16	
	HOSTILE																		
96	ANXIETY																		
	DEPRESSIVE																	.18	
97	ANXIETY																		
	HOSTILE																		
78	IPR																		
	DEPRESSIVE																		
79	IPR						-.14	.18				.16							
	HOSTILE																		
69	TASK ACH.																		
	DEPRESSIVE										.14								
70	TASK ACH.																		
	TOTAL																		
113	HOSTILE		-.14																
	TOTAL																		
114	DEPRESSIVE					.15		.16				.15						.23	

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT											-.17					
4	G.P.A.																
	BRS																
5	TASK ACH.																
	BRS														-.36		
6	AUTHORITY																
	BRS						-.16								-.29		
7	IPR																
	BRS														-.14		
8	IMPLEMENTATION																
	BRS						-.16				-.19				-.27		-.14
9	SELF-ASSERTION																
	BRS														-.14		
10	INITIATION																
	BRS		-.14								-.14		-.14		-.26		-.18
11	SOLVER																
	BRS														-.18		
12	AGGRESSION																
	BRS														-.33		
13	ANXIETY																

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion
Achievement-BRS

VARIABLES: Engagement x
Criterion measures

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 IA - TA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT												.14				
4	G.P.A.																
	BRS																
5	TASK ACH.		.15														
	BRS														-.14		
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS														-.14		
13	ANXIETY																

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion,
Achievement-BRS

VARIABLES: Initiation x
Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 IA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT									.16							
3	READING																
	ACHIEVEMENT			-.14									.14				
4	G.P.A.																
	BRS																
5	TASK ACH.																
	BRS														-.14		
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS				-.15												
9	SELF-ASSERTION																
	BRS																
10	INITIATION														-.15		
	BRS																
11	SOLVER																
	BRS														-.17		
12	AGGRESSION																
	BRS																
13	ANXIETY																

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 82: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA		222 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS																
5	TASK ACHIEVE. BRS		.14														
6	AUTHORITY BRS																
7	IPR BRS																
8	IMPLEMENTATION BRS																
9	SELF-ASSERTION BRS							.21								.15	
10	INITIATION BRS																
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Solver x Criterion measures

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS																
5	TASK ACH. BRS					-.14											.14
6	AUTHORITY BRS		.17														
7	IPR BRS																
8	IMPLEMENTATION BRS																
9	SELF-ASSERTION BRS							.14									
10	INITIATION BRS																
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										-.14						
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS																
5	TASK ACHIEVE. BRS					-.14											
6	AUTHORITY BRS		.18														
7	IPR BRS																
8	IMPLEMENTATION BRS							.16			.16						
9	SELF-ASSERTION BRS		.15														
10	INITIATION BRS										.16						
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Outcome x Criterion measures

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS																
5	TASK ACHIEVE. BRS														-.15		
6	AUTHORITY BRS		.20								.16						
7	IPR BRS		.15														
8	IMPLEMENTATION BRS		.17						-.18		.15				-.14		
9	SELF-ASSERTION BRS		.21														
10	INITIATION BRS																
11	SOLVER BRS		.18														.14
12	AGGRESSION BRS																
13	ANXIETY																

FIGURE V

CLINICAL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		186 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL.OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT									.19							
2	MATH ACHIEVEMENT														.16		
3	READING ACHIEVEMENT								.14	.17		-.19					
4	G.P.A. BRS																
5	TASK ACH. BRS																.14
6	AUTHORITY BRS																
7	IPR BRS																
8	IMPLEMENTATION BRS													.15			
9	SELF-ASSERTION BRS																
10	INITIATION BRS																
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT						.16			.17							
3	READING ACHIEVEMENT																
4	G.P.A. BRS																
5	TASK ACHIEVE. BRS		.16			-.15									-.18		
6	AUTHORITY BRS		.17														
7	IPR BRS																
8	IMPLEMENTATION BRS		.14														
9	SELF-ASSERTION BRS																
10	INITIATION BRS		.14														
11	SOLVER BRS																
12	AGGRESSION BRS														-.18		
13	ANXIETY																

FIGURE 3

CLIPWAY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT						.19			.14							
3	READING ACHIEVEMENT												.14				
4	G.P.A.					-.14		.16									
	BRS														-.20		
5	TASK ACH.																
	BRS		.14												-.16		-.18
6	AUTHORITY																
	BRS			-.16	-.17		-.14	.16									
7	IPR																
	BRS							.14									
8	IMPLEMENTATION																
	BRS						-.16										
9	SELF-ASSERTION							.15									
	BRS														-.19		
10	INITIATION																
	BRS														-.18		
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT								-.24								
2	MATH ACHIEVEMENT												.17				.16
3	READING ACHIEVEMENT												-.20				
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY																
	BRS	.18				.16											
7	IPR												-.14				
	BRS																
8	IMPLEMENTATION																
	BRS					.15											
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

PRIMARY TABLES OF SPECIFIC BASIC CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Negative Affect Hero, Criterion measures

		165 Story 1 MAST/STOR		188 Story 3 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 INP		132 Story 1 A - IA		216 Story 7 SA - IA		230 NEG. AF. HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH																
3	ACHIEVEMENT READING				.14				.20						.16		.16
4	ACHIEVEMENT G.P.A.																
5	BRS TASK ACH.																
6	BRS AUTHORITY																
7	BRS IPR																
8	BRS IMPLEMENTATION																
9	BRS SELF-ASSERTION				.19												
10	BRS INITIATION																
11	BRS SOLVER																
12	BRS AGGRESSION											.14					
13	BRS ANXIETY																

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
117	SELF-CONCEPT			.21		.77	.68	.75	.72
118	PARENT/CHILD INTERACTION	.21				.57	.40	.52	.41
119	MOTHER INTERACTION	.77	.68	.57	.40			.50	.29
120	FATHER INTERACTION	.75	.72	.52	.41	.50	.29		

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
82	AUTHORITY ATTITUDE	.17		.20	.20	.20		.20	.14
83	AUTHORITY STANCE		.15					.15	
84	AUTHORITY ENGAGEMENT								
85	AUTHORITY AID/ADVICE			.14					
86	AUTHORITY COPING EFF.	.15		.14			.15	.20	
90	AUTHORITY POS. AFFECT							-.14	

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent Child Interaction items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
87	AUTHORITY HOSTILE AFF.	-.14						-.19	
88	AUTHORITY DEPRESSIVE AFF.								

FIGURE 3

CONTENT TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	TOTAL								
108	ATTITUDE	.17		.18		.20		.17	
	TOTAL								
109	STANCE								
	TOTAL				.15		.18		
110	ENGAGEMENT								
	TOTAL		.16		.14		.20		
111	AID/ADVICE								
	TOTAL						.16	.19	
112	COPING EFF.								
	TOTAL							-.17	
116	POS.AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	TOTAL								
113	HOSTILE AFF.	-.14		-.16				-.24	
	TOTAL								
114	DEPRESSIVE AFF.		-.16						-.17

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY FIVE								
177	STANCE								
178	ENGAGEMENT	.18		.15	.16	.14		.22	
179	INITIATION	.17						.22	
180	AID/ADVICE								
181	SOLVER								
182	IMPLEMENTATION								
183	OUTCOME EVALUATION								
184	OF OUTCOME COPING								
185	EFFECTIVENESS RESPONSE								
186	LENGTH								
	POSITIVE								
187	AFFECT HERO								
190	INSTRUMENTALITY								

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY FIVE NEGATIVE								
188	AFFECT HERO								

FIGURE 3

CRUSADE TABLES OF SIGNIFICANT CORRELATIONS - SAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY FOUR	10	14	10	14	10	14	10	14
	ANXIETY								
163	STANCE								
164	ENGAGEMENT								
165	INITIATION	.14							
166	AID/ADVICE								
167	SOLVER								
168	IMPLEMENTATION								
169	OUTCOME							-.14	
	EVALUATION								
170	OF OUTCOME	-.18			.15				
	COPING								
171	EFFECTIVENESS								
	RESPONSE								
172	LENGTH						.15		
	POSITIVE								
173	AFFECT HERO								
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY SIX	10	14	10	14	10	14	10	14
	ANXIETY								
191	STANCE								
192	ENGAGEMENT								
193	INITIATION							-.16	
194	AID/ADVICE								
195	SOLVER								
196	IMPLEMENTATION								
197	OUTCOME								
	EVALUATION								
198	OF OUTCOME								
	COPING								
199	EFFECTIVENESS								
	RESPONSE								
200	LENGTH	.15						.15	
	POSITIVE								
201	AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FOUR								
174	NEGATIVE AFF.								
	STORY SIX								
202	NEGATIVE AFF.								

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY TOTALS						.14		
219	STANCE								
220	ENGAGEMENT			.18		.15	.19	.16	
221	INITIATION					.14	.14		
222	AID/ADVICE								
223	SOLVER								
224	IMPLEMENTATION								
225	OUTCOME EVALUATION								
226	OF OUTCOME			.14	.14	.15		.16	
227	COPING EFFECTIVENESS					.15			
228	RESPONSE LENGTH	.14						.19	
229	POSITIVE AFFECT HERO								-.14
232	NEGATIVE INSTRUMENTALITY	.17				.17	.22	.16	

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO								

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	SAI						.14		-.23
38	AUTHORITY								
	SAI TOTAL								
42	SCORE	.30	-.20	.29		.32		.29	-.27

HYPOTHESIS 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	OCC. VALUE FOLLOW		
28	FATHER		

FORMAT TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	OCCUPATIONAL VALUES INVENTORY	10	14	10	14	10	14	10	14
14	ALTRUISM					-.16			
15	ESTHETICS		-.17						-.17
16	INDEPENDENCE				-.16		-.14		
17	MANAGEMENT								
19	SELF-SATISFACTION								.16
20	INTELLECTUAL STIMULATION								.21
21	CREATIVITY								
27	VARIETY								
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	OCC. VALUES INV. EXTRINSIC	10	14	10	14	10	14	10	14
18	SUCCESS	.15							
22	SECURITY				.21		.15		
23	PRESTIGE			-.17					-.22
24	ECONOMIC RETURNS								-.15
25	SURROUNDINGS								
26	ASSOCIATES								
28	FOLLOW FATHER								
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupational and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation-Child Aspiration

		120 FATHER INTERACT.	
	OCC.INT. INV. FATHER'S OCC.	10	14
35	CHILD'S ASP.		

FIGURE 3

GERMANY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

	117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	10	14	10	14	10	14	10	14
1 RAVEN								
2 MATH				-.18			.19	
3 READING			.15				.22	
GRADE 4 POINT AVERAGE								

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

	117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	10	14	10	14	10	14	10	14
PEER BRS POS. NOMINA. 6 AUTHORITY		.14						.15

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

	117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	10	14	10	14	10	14	10	14
PEER BRS TOTAL POSITIVE 8 NOM. IMPLEMENT.		.14						
TOTAL POSITIVE 10 NOM. INITIATION								
TOTAL POSITIVE 11 NOM. SOLVER								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

MILAN TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

The ten-year-old upper-lower class males received very low Grade Point Averages in both Stage I and Stage III, being ranked eighth each time.

There were no significant differences in Stage III that did not appear in Stage I. However, two significant Stage I differences were not replicated in Stage III.

For in Math and Reading Achievement scores in Stage I these boys stood in eighth place.

Behavior Rating Scales

There were no significant differences similar in both Stage I and Stage III.

Findings observed in Stage III but not in Stage I, for the absence of the relative item, was the significantly low score for this group on Variable 11, Solver.

There were no findings in Stage I replicated in Stage III.

Occupational Values Inventory

These boys received significantly low scores in both stages on Independence (eighth in Stage I and seventh in Stage III) and on Associates (eighth both times).

There were no significant differences in Stage III that did not appear in Stage I.

Significant findings in Stage I which were not replicated in Stage III included the high mean scores on Success (second), Creativity (second), Economic Returns (first), Prestige (first), and low rankings on Surroundings (eighth).

Turning now to the Intra-group ranking of values, these boys ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Success, Creativity, and Intellectual Stimulation. They ranked relatively low in both Stage I and Stage III the

values of Independence, Follow Father and Esthetics.

Ranked highly within this group in Stage III, but not in Stage I, was the value of Prestige and ranked low was the value of Associates.

Ranked highly within this group in Stage I, but not in Stage III, was the value of Self-Satisfaction and ranked low was the value of Surroundings.

Occupational Interest Inventory

These boys' findings did not differ consistently from those of Stage I on any of the Occupational Interest variables.

In both Stage I and Stage III these boys received the first highest score on the discrepancy between the Father's Occupation and the Child's Aspiration, meaning that they aspired to higher status jobs than those held by their fathers.

In Stage III these boys had a significantly low score on Father's Occupation. In Stage I they had a significantly low score on Child's Expectation not replicated in Stage III.

Educational Aspiration

These boys ranked fifth in both Stage I and Stage III with scores of 1.97 and 1.82, respectively.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was the instrument completely revised, but also the scoring and scaling system generated different variables. Thus Stage III results only will be reported.

In Stage I they ranked eighth among all groups with a significant score of 5.30 on "Active Coping."

Sentence Completion

For the Task Achievement scales, this group of boys did not differ significantly from other groups on any of the scales in either Stage I or Stage III with only one exception: in Stage I they received a low score (seventh) on the Frequency of Positive Affect. This finding was not replicated in Stage III.

In the Interpersonal Relations area, in both Stage I and Stage III, these boys received significantly low scores on Coping Effectiveness (eighth both times).

In Stage III they were significantly high on Hostile Affect (first). There were no significant differences in Stage I that were not replicated in Stage III.

In the area of Authority there were no similarities in the findings for this group between Stages I and III.

In Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I this group received a significantly high score (third) on Engagement.

Also, in the area of Anxiety there were no similarities in the findings between Stage I and Stage III. Again, in Stage III there were no significant differences involving this group for any of the variables. In Stage I they differed significantly on Stance, Engagement and Coping where they received the highest score, on Frequency of Neutral Affect (third) and on Frequency of Negative Affect where they received a low score (sixth).

In the area of Aggression there were no similarities in the findings of this group between Stage I and Stage III. In Stage III these boys differed significantly from other groups having received very high scores on Neutral Affect (first), on Aid/Advice (second) and on Engagement (first). In Stage I they received significantly low scores on Stance (eighth) and on Coping (eighth).

Again, there were no similarities between Stage I and Stage III on Total Scores. In Stage III this group did not differ significantly from other groups on any of the Total Scores. In Stage I this group received a significantly high score for Engagement (first) and a significantly low score for Frequency of Positive Affect (seventh).

For the Parent/Child interaction items there were no findings which were similar for both Stages I and III. (In Stage I, there was an error in translating into Italian one of the items that entered into the score for Interaction with Mother and the score for Self-Concept. Consequencly these two variables are not considered in the Italian data.) In Stage III this group did not differ significantly from other groups on either of the four variables. In Stage I they received the highest score on Parent/Child Interaction and on Interaction with Father.

On Reality/Fantasy Discrepancy this group showed no significant difference in Stage III, however, in Stage I they differed significantly from other groups with a low score (eighth).

Interpretive Comments

These boys presented a particular coherence between their behaviors and their consciousness.

The findings concerning Aptitude and Grade Point Average seem to indicate both a lack of potential and a lack of adequate performance in the classroom, though in Stage III their Math and Reading test scores were around average.

From BRS scores we find, both in Stage I and Stage III, that these boys, as they are perceived, seem very poorly effective in coping with tasks, especially academic ones, or with authority, anxiety, and interpersonal relations. The only differences between the two stages were lower scores in Stage III as regard to IPR coping and coping with agemates who acted aggressively toward them.

In Occupational Values Inventory, too, there were no significant differences between the two analyses: we may note a low ranking of Independence and Associates, Surroundings, Self-Satisfaction and Altruism, high ranking in Success and Creativity. These data could indicate difficulty in reconciling their low interest in some key Intrinsic values with their eagerness for the rewards of successful workers.

Both analyses showed in Occupational Interests Inventory a high discrepancy between Father Occupation and Child Aspiration: this discrepancy is understandable on the basis of the rapid socioeconomic development and the pressure for social mobility actually operating in the Milanese area.

The same interpretation applies to the results on Educational Aspiration, indicating a high ranking of it.

From SAI we find in the second analysis the perception of a better coping (as a less defensive one) in Authority, Aggression and Task Achievement: the discrepancy with low results in Aptitude and Grade Point Average could be referred to the role that SAI plays in "non academic" work.

The Sentence Completion and the Story Completion (with some difficulties in comparing the two stages' results) generally showed less significant differences involving this group in Stage III and Stage I.

The differences in scores resulting in some areas, probably indicate that, for these boys, such projective techniques valuate some individual attitudes and not more or less stable characteristics of personality.

In general, because conscious of their incapacity, these boys seem to accept it today but overcome it in their projections toward the future, and these projections are expressed in a high occupational status aspiration.

This future status is characterized by values not concerning, however, the aspects of the present poor efficiency (school and IPR) but the aspects of the success that have a commanding influence over the Milanese

population, specially the less culturalized part. Prestige, Managerial Power, Economical Returns, Success, these are the goals indicated by parents to their sons, who accept them passively, at least at ten years of age.

MILAN TEN-YEAR-OLD UPPER-LOWER FEMALES

Aptitude and Achievement

These girls received low GPA scores in both Stage I and Stage III, being ranked seventh in both occasions.

There were no significant differences in Stage III that did not appear in Stage I. However, two significant Stage I differences were not replicated in Stage III. These were on Aptitude and on Reading where these girls stood in seventh place.

Behavior Rating Scales

These girls received similar scores in both Stage III and Stage I on Academic Task Achievement, Authority, and IPR, all in the eighth rank.

In Stage III this group ranked eighth on Self-Assertion, Initiation, and Solver. In Stage I they ranked eighth on Summary Score and on Non-academic Task Achievement.

Occupational Values Inventory

There were no similar findings in both Stage I and Stage III for this group. There were no significant findings in Stage III.

Significant findings in Stage I which were not replicated in Stage III included the high mean scores for this group on Esthetics and Management (first in both instances), and the low mean scores on Creativity and Follow Father (seventh).

Turning now to the Intra-group ranking of values, these girls ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Intellectual Stimulation and Self-Satisfaction. They ranked relatively low in both Stage I and Stage III the values of Management, Esthetics, and Follow Father.

Ranked highly within this group in Stage III, but not in Stage I, were the values of Prestige and Success. Ranked low in Stage III, but not in Stage I, was the value of Independence. Ranked highly within this group in Stage I, but not in Stage III, were the values of Altruism and Security. Ranked low in Stage I, but not in Stage III, was the value of Variety.

Occupational Interest Inventory

The only similar significant differences in Stage I and Stage III were the relatively high scores on Father Occupation/Aspiration and the low scores on Child's Expectation.

In Stage III this group differed significantly from other groups, and not replicated in Stage I, on Variable 31 (Child's Aspiration). There were no Stage I significant differences not replicated in Stage III.

Educational Aspiration

These girls received the lowest aspiration of the four working class groups in both Stage I and Stage III (seventh in each case). With a score of 1.96 and 2.12, respectively, they were very close indeed to aspiring to an higher level of education. Ten-year-olds, however, would not have a clear appreciation of the higher levels of education and so may have been unrealistic in their responses.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was the instrument completely revised, but also the scoring and scaling system generated different variables.

There were no significant differences noted in Stage III. Only one significant difference was found in Stage I and that was in Passive Defensive where these girls ranked first.

Sentence Completion

There were no similar significant differences in both Stage I and Stage III.

In Stage III these girls differed from other groups only with the high score on Engagement scale (first).

For the Task Achievement items in Stage I, not replicated in Stage III, this group of girls differed significantly from other groups with the high scores on Attitude scale (first) and with the low score on Frequency of Positive Affect (eighth).

Also in the Interpersonal Relations area there were no findings which were similar in both Stage I and Stage III. In Stage III this group of girls differed from other groups with the high score on Attitude scale (second). In Stage I they differed significantly from other groups with the high score on Frequency of Negative Affect (first).

In the area of Authority we have two significant findings which were identical in both Stage I and Stage III. These findings were the high scores on Attitude scale (first both times) and on Engagement (first and second). There were no findings in Stage III not replicated in Stage I. In Stage I these girls received significantly high scores on Coping (first) and on Frequency of Positive Affect (first). These results were not replicated in Stage III.

In the area of Anxiety there were no similarities in the findings between Stages I and III. In the Stage III this group differed from others with the high score on Depressive Affect (first). In Stage I they differed significantly on Coping where they received a low score (sixth).

Interpretive Comments

These girls presented a remarkable discordance in both Stage I and Stage III, between their observed behavior and their self-perceptions. In fact, their coping efficiency was very low in Task Achievement situations as in Interpersonal Relation situations. They showed a high emotive inconstancy and remarkable difficulties in facing authority figures or in facing aggressive situations.

The low coping efficiency and the emotive inconstancy was also expressed by a poor performance in Aptitude and Achievement tests.

All these behaviors which received very low scores in both stages of BRS may be bound to the limited cultural stimulation that ten-year-old Milanese girls belonging to upper-lower socio-cultural groups generally receive. These behaviors were also probably affected by the emotionally unrealistic conditions in which these girls live, as this is revealed in their difficulties about facing anxiety-producing situations. From these conditions, from the indecision that follows as to the rightness of their behavior, and from their fear about contradicting grown-ups' expectations about their social role, behavior, they seem to resort to a passive-dependent mode of behavior, substantially giving up autonomy, taking refuge in the kind of dutiful conscientiousness outlined by people in authority, and consequently engaging themselves in academic activity.

These girls were not generally conscious of their behavior, showing a scanty critical sense in judging their ability and a modest capacity for self-assertion. They showed a high variability (shown also by the low correspondence between I and III stage results) in their evaluation of work; they presented occupational aspirations above their fathers' occupational status; but they showed very low career expectations.

Judging by the results from SAI, Sentence Completion and Story Completion, these apparent incongruities, together with their indecision about behavior in various social situations, and the discordance between their coping efficiency and their consciousness of their coping behavior, could reflect the contradiction of Italian society's attitudes toward woman, especially in lower socio-cultural levels. In fact, if from one side the persistence of some traditional patterns tends to keep them in a dependent situation and to limit remarkably the authonomous possibilities and professional career, from the other side the affirmation of progressive conceptions, specially in big industrial towns, points out to the woman possibilities corresponding to man's opportunities. The realization of such possibilities at the economically lower levels is, however, obstructed by the necessity to solve contingent and concrete problems.

The girls of this group seem to behave according to traditional expectations; but they also seem conscious of the expectations of a more advanced society. This leaves them in a very uncomfortable, anxious dilemma.

MILAN TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys received very high Aptitude scores being ranked first in both Stage I and Stage III. They also received high Grade Point Averages being ranked second in both Stage I and Stage III.

There were no significant differences in Stage III that did not appear in Stage I. However, one significant difference in Stage I, not replicated in Stage III, was the high Reading Achievement score (first).

Behavior Rating Scales

There were no similar findings in both Stage I and Stage III. There were two problems of differences which distinguished this group from other groups in Stage III BRS variables. These differences would seem to be in the area of IPR and Solver, that is: middle-class boys were seen as being more able to cope with problems in IPR area than working-class girls; middle-class boys were seen to be more ready to engage in solution than working-class boys.

There were no significant differences in Stage I.

Occupational Values Inventory

In both Stage I and Stage III these boys received significantly high mean scores on the Follow Father value (first both times) compared to other groups.

Findings observed in Stage III, but not in Stage I, were the significantly low scores for this group on Independence (eighth), Surroundings (eighth), and Associates (seventh).

Significant findings in Stage I which were not replicated in Stage III included the low mean scores for this group on Success (seventh) and Security (seventh).

Turning to the Intra-group ranking of values, these boys ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Self-Satisfaction, Intellectual Stimulation and Follow Father. They ranked relatively low in both Stage I and Stage III the values of Management and Esthetics. Ranked high in Stage III only was the value of Creativity. Ranked low in Stage III but not in Stage I were the values of Security and Independence. Ranked high in Stage I only was the value of Altruism. Ranked low in Stage I but not in Stage III were the values of Economic Returns and Variety.

Occupational Interest Inventory

In both Stage I and Stage III these boys received a significantly high mean score on Expectation, being ranked second only to fourteen-year-old males of the same social class among the eight groups, and a significantly low score on Father Occupation/Aspiration, being ranked sixth in both instances. There were no Stage III findings not found in Stage I. There was a significant difference in Father's Occupation (second), a variable not tested in Stage I. There were no findings in Stage I not replicated in Stage III.

Educational Aspiration

These boys differed significantly from other groups on this variable in both Stage I and Stage III, first and second respectively. They ranked first (1.04) among ten-year-olds and second when all the groups were taken into account.

Their level of aspiration would probably indicate that these boys aspire to the same form of tertiary education.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was the instrument completely

revised, but also the scoring and scaling system generated different variables, thus Stage III results only will be reported.

There were no significant findings in Stage III.

Sentence Completion

For the Task Achievement scales there were no findings which were similar in both Stage I and Stage III. In Stage III they were significantly high on Engagement (second). In Stage I they received a significantly low score on Frequency of Positive Affect.

For the Interpersonal Relations scales, this group of boys did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In the area of Authority there was one significant finding which was similar in both Stage I and Stage III: the high scores received by this group on Engagement (second and first).

In the Stage III, this group of boys differed significantly from other groups with the high score received on Attitude (second) and on Depressive Affect (first) and with the lowest score received on Hostile Affect.

In Stage I these boys differed significantly from the other groups with the highest scores on Coping and Frequency of Neutral Affect and with the lowest score on Frequency of Negative Affect.

In the area of Anxiety there were no similarities in the findings between Stage I and Stage III.

In Stage III, these boys differed from the other groups with the significantly low scores received on Stance, Coping and Positive Affect. In Stage I this group received significantly high scores on Engagement (second), Coping (third) and Frequency of Neutral Affect (second) and with the significantly low score received on Frequency of Negative Affect (seventh).

The same general pattern was observed in the area of Aggression. That is, there were no findings similar in Stages I and III. In Stage III this group differed significantly from other groups with the high scores received on Stance (first), Engagement (second) and Aid/Advice (first). In Stage I they differed significantly from other groups with the lowest score on Engagement.

For the Sentence Completion Total scales, there was a significant finding which was identical in both Stage I and Stage III: these boys in both stages received the lowest score on Frequency of Positive

Affect. In Stage III this group received a significantly high score on Total Attitude scale. There were no significant findings in Stage I not replicated in Stage III.

For the Parent/Child Interaction items there were no findings which were similar for both Stages I and III. In Stage III this group differed significantly from other groups having received the highest scores on all Parent/Child Interaction scales (i.e., on Self-Concept, on Parent/Child Interaction, on Mother Interaction and on Father Interaction).

There were no significant findings in Stage I.

This group of boys showed no significant differences on Reality/Fantasy in either Stage I or Stage III.

Interpretive Comments

These boys are substantially characterized by a tendency to conformity, to the identification with parental figures and to dependence.

They are very efficient, both in Stage I and Stage III, in aptitudinal and achievement tests; and according to their agemates, they present very good results in academic coping, and in facing relations with their schoolfellow and with authority figures. Generally, they are emotionally stable and able to exercise reasonably accurate self-evaluation.

Their performance and their behavior seem related to the rich cultural stimulation they have received and to the particularly ambitious futures that society has formulated for them. Subjects of this group, with some differences between Stage I and Stage III, seem passively to accept this function and program, and are particularly inclined to accept authority. At the same time, they seem to be highly assertive in expressing their feelings and do not show much anxiety.

On the other hand, they show a poor capacity to face aggressivity and they tend to solve it by relating dependently to other people.

They express the wish to follow their fathers' careers. They justify this with a conformistic motivation: their declared desire is to obtain satisfaction in doing a good work rather than get prestige, security or success.

Generally, these boys represent the foreseeable result of an education for dependence and obedience more than for autonomy or criticism; for passive adaptation to preconstituted situations, rather than an

active search for new solutions, to accept the security that boyhood assures in a well-to-do family, rather than prepare themselves to face problems that adolescence and youth propose in a changing society.

MILAN TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The upper-middle class girls showed two similar significant differences in Stage I and Stage III: second on Reading and first on Grade Point Averages in both instances.

There were no significant differences in Stage III that did not appear in Stage I. However, one significant difference in Stage I was not replicated in Stage III. In Math Achievement scores in Stage I these girls stood in first place.

Behavior Rating Scales

There were no similarities in both Stage I and Stage III. In Stage III these girls ranked first among the groups for Task Achievement, Authority, Self-Assertion, and the new Stage III dimensions, that is, Initiation and Solver.

In Stage I these girls ranked first in Nonacademic Task Achievement.

Occupational Values Inventory

In both Stage I and Stage III these girls received significantly high mean scores on Follow Father (second both times) compared to other groups. They received significantly low scores in both stages on Security (eighth both times) and Economic Returns (seventh and eighth).

A finding observed in Stage III, but not in Stage I, was the significantly low score for Success.

The only significant finding in Stage I which was not replicated in Stage III was the high mean score for this group on Intellectual Stimulation (first).

Turning now to the Intra-group ranking of values, these girls ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Intellectual Stimulation, Self-Satisfaction and Altruism. They ranked relatively low in both Stage I and Stage III the values of Economic Returns, Management and Esthetics.

Ranked high in Stage III but not in Stage I was the value of Creativity. Security was ranked low in Stage III only. Ranked high in Stage I, but not in Stage III, was the value Prestige. Follow Father was ranked low in Stage I only.

Occupational Interest Inventory

In both Stage I and Stage III the upper-middle ten-year-old female students had only one similar significant score, i.e., on Father's Occupation/Child's Aspiration (eighth). In Stage III these girls ranked first in Father's Occupation. There were no significant differences in Stage I not replicated in Stage III.

At this age the upper-middle class girls were aspiring to a status level which was less than the status of their fathers' job (5.40). In this they were significantly different from all of the other groups, who aspired to a higher level of occupation than their fathers had.

Educational Aspiration

These girls ranked high in both Stages I and III. They reached the second highest Aspiration (1.20) of the ten-year-old groups and ranked fourth when fourteen-year-olds were also considered: their aspiration was significantly higher than that of working class ten-year-old children.

Social Attitudes Inventory

It is impossible to make comparison between Stage I and Stage III for this instrument since it was completely revised.

In Stage III, these girls received the lowest significant scores on two variables, that is, Task Achievement and Anxiety where they differed significantly from the fourteen-year-old males. There were no significant differences in Stage I.

On the whole these scores would mean that the ten-year-old upper-middle class girls did not perceive themselves as good copers in any of the five areas.

Sentence Completion

For the Task Achievement scales, this group of girls did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In the Interpersonal Relations area there were no findings which were similar in both Stage I and Stage III.

In Stage III these girls differed significantly from other groups with the highest score on Attitude scale. In Stage I these girls differed significantly from other groups with the low score on Coping (seventh).

In a like manner, in the area of Authority there were no similarities in the findings for this group between Stages I and III. In fact, these girls did not differ significantly from other groups on any of the Stage I variables in this area.

In Stage III they were significantly high on Depressive Affect (second).

Also, in the area of Anxiety there were no similarities in the findings between Stages I and III.

In Stage III there were no significant differences involving this group for any of the variables.

In Stage I they differed significantly on Frequency of Negative Affect where they received an high score (third) and on Frequency of Neutral Affect where they received a low score (sixth).

The same general pattern was observed in the area of Aggression. That is, there were no findings similar in Stage I and Stage III. Also, the group did not differ significantly from other groups on any of the variables neither in Stage I nor in Stage III.

A similar pattern was observed for the Sentence Completion Total scores. There were no findings similar in Stage I and Stage III.

In Stage III this group of girls differed significantly from other groups with the highest score received on Engagement.

For the Parent/Child Interaction items there were no findings which were similar for both Stage I and Stage III. So, in Stage I as in Stage III this group did not differ significantly from other groups on any of the four variables.

On Reality/Fantasy Discrepancy these girls scored high in both Stage I and Stage III, first and second respectively.

Interpretive Comments

We think that these girls show, like the boys of the same socio-cultural level, and without significant differences between Stage I and Stage III results, the affects of parents' and relatives' overprotective education, that tend to provide only gratifications and to eliminate frustrations. This appears to facilitate a dependent condition and to impede development toward mature autonomy, initiative, and the expression of their personal resources. These effects are revealed in a clear way in the coping behavior manifested in the Story Completion.

To a particular educating influence and to the rich cultural stimulations may be attributed the strong motivation toward success and the competition that result in very good results on school tests, joined with high scores on aptitude tests.

A greater maturity appears, compared to boys of the same social class, with some differences in Story Completion Stage III results, from the good capacity to face aggressivity by peers; from the wish to get in their work intellectual stimulations and prestige more than economical satisfactions and security; and in the wish to follow their father's job, from the hope to find friendly associates and comfortable place where they work; it would seem that the social worry prevails over the individual one.

The girls of this group judged very efficient in the IPR and very agreeable to peers, reveal a high emotive stability and a remarkable realism in judging their capacity.

The discrepancy between their high objective abilities and their moderate aspirations for future occupational status probably reflects the influence exerted in the formulation of future programs of an Italian tradition that is inclined to limit women's working possibilities.

MILAN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

These boys received very low Aptitude scores, being ranked eighth in both Stage I and Stage III.

There was a significant difference in Stage III that did not appear in Stage I. On Reading Achievement these boys ranked eighth. There were no significant differences in Stage I not replicated in Stage III.

Behavior Rating Scales

There were no similar findings in Stage I and Stage III. There were no significant differences in Stage III that did not appear in Stage I. However two significant Stage I differences were not replicated in Stage III. They were low scores on Self-Assertion and Nonacademic Task Achievement.

Occupational Values Inventory

In both Stage I and Stage III these boys received significantly high mean scores on Success (first both times), Security (first both times), Economic Returns (second and first) compared to other groups. They received significantly low scores in both stages on Surroundings

(seventh both times) and Follow Father (sixth and seventh). There were no significant findings in Stage III which did not appear in Stage I.

Significant findings in Stage I which were not replicated in Stage III included the low mean scores for this group on Associates (seventh) and Intrinsic (eighth).

Turning to the Intra-group ranking of values, these boys ranked highest (compared to their ranking of other values) in Stage I and Stage III the following: Success, Security, and Intellectual Stimulation. They ranked relatively low in both Stage I and Stage III the values of Variety, Management, Esthetics, and Follow Father. Ranked highly within this group in Stage III, but not in Stage I, was the value of Economic Returns.

Occupational Interest Inventory

Among the fourteen-year-old boys there was only one similar significant difference appearing in both Stage I and Stage III, i.e., on Father Occupation/Child Aspiration.

In Stage III there were two low significant differences, on Child's Occupation and Father's Occupation, which did not appear in Stage I. There were no significant differences in Stage I which were not replicated in Stage III.

In both Stage I and Stage III these boys aspired to a status level which is certainly higher than their fathers' (7.94). They differed significantly on this variable, from other groups.

Thus, although these boys are still thinking in terms of lower middle class occupations they wish for a job of a higher status level than their fathers'.

Educational Aspiration

These boys ranked sixth in both Stage I and Stage III on Educational Aspiration. In Stage III, they have the third lowest aspiration (1.92) being significantly different to both middle class groups (girls 1.10; boys 1.04). The same is true in Stage I as in Stage III.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was the instrument completely revised, but also the scoring and scaling systems generated different variables. Thus, Stage III results only will be reported.

This group received the highest score on Task Achievement, indicating that they perceived themselves as good copers in this area. They ranked first also on Anxiety. They differed significantly from ten-year-old middle class girls in giving more good coping responses on Task Achievement and Anxiety.

In Stage I they showed a high significant score on Active Coping (first).

Views of Life

These boys showed significantly highest incidence on the dimension Competition and on Positive/Negative Self-Concept.

They were significantly inferior to the three other groups on Locus of Control, on Earned Status and on Total Score.

They were also significantly low (second lowest group) on Rate of Action.

Sentence Completion

For the Task Achievement scales, there were no similarities in the findings for this group between Stage I and Stage III. In fact, these boys did not differ significantly from other groups on any of the Stage III variables in this area. In Stage I they were significantly high on Frequency of Positive Affect (third) and lowest on Attitude scale.

In the Interpersonal Relations area there were no findings which were similar in both Stage I and Stage III. These boys did not differ significantly from other groups in any of the Stage III variables in this area. In Stage I they were significantly high on Coping (second) and on Frequency of Neutral Affect (first) and significantly lowest on Frequency of Negative Affect.

In the area of Authority there was one significant finding which was identical in both Stages I and III; these boys differed from other groups for the high score on Frequency of Neutral Affect (second and first). In Stage III this group differed significantly from other groups with the lowest score on Depressive Affect. In Stage I these boys differed significantly from other groups with the low scores on Frequency of Negative Affect (seventh) and on Frequency of Positive Affect (eighth).

In the area of Anxiety there were two significant findings which were identical in both Stages I and III: these boys differed from other groups with the high scores on Stance (second and first) and on Coping (second and first). In Stage III these boys differed significantly from

other groups with the lowest score on Depressive Affect. In Stage I this group differed significantly from other groups with the lowest score on the Frequency of Negative Affect and with the highest score on Frequency of Neutral Affect.

In the area of Aggression there were no findings similar in Stages I and III. Also, the group did not differ significantly from other groups on any of the Stage I variables. In Stage III they received the lowest scores on Engagement, Aid/Advice and Neutral Affect.

For the Sentence Completion Total scores, there were no similarities in the findings between Stage I and Stage III. In Stage III these boys differed significantly from other groups with the lowest score on Depressive Affect. In Stage I this group differed significantly from other groups with the lowest score on Frequency of Negative Affect and with the highest score on Frequency of Neutral Affect.

For the Parent/Child Interaction items there were no findings which were similar in both Stages I and III. Neither in Stage III nor in Stage I did this group differ significantly from other groups on any of the four variables.

On Reality/Fantasy this group showed a significant difference (low score) in only Stage III.

Interpretive Comments

The scores were very similar in Stage I and Stage III, except for Sentence Completion in which we can note very few similarities.

The boys of this group presented a remarkable coherence, like the younger males of the same social class, among their behaviors and their self-perceptions. Their behaviors were characterized above all by the capacity to solve actively and constructively any problem, by a global level of maturity and a quite high coping efficiency, in general, but with poor motivation and relatively low coping efficiency in the authoritative, familiar, and scholastic situations, in particular. This reveals a negative attitude toward authority. They displayed a quite poor intellective performance and a remarkably negative valuation of their agemates.

These boys are described as inefficient in the scholastic work -- with some differences in Reading achievement between Stage I and Stage III -- as in the extra-scholastic one, easy to alter and unable to persist, not clever in agemate relations or with authoritarian figures, unable to face aggressive situations or to control negative feelings.

The opinion they have of themselves is similar to that given by their schoolfellows (better in Stage III). Their career expectations are very modest but tend to exceed their fathers' level of work. They give, with a significative correspondence in the two stages' data, a particular importance to success, security and economic rewards in the value scale of work.

In a general way, these boys reveal in their behavior the insufficiencies and the poor social acceptability determined by the inadequate stimulations of their cultural environment. At the same time, they show a realism and a remarkable critical sense that make them consider the limits of their future possibilities.

They refuse authority but do not overvalue their capacities, they aspire to reach a vocational level superior to the father's, but not to an unrealistically exaggerated degree. In seeking work for the satisfaction of their primary needs, they show a sufficient maturity of judgment.

MILAN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

These girls received very low scores on Mathematics Achievement in both Stage I and Stage III, being ranked seventh and eighth, respectively, and differing in both occasions from other groups in a significant way.

There is a significant difference in Stage III that did not appear in Stage I. In the Reading Achievement test these girls ranked seventh. There was no significant difference in Stage I that was not replicated in Stage III.

Behavior Rating Scales

There were no significant findings in either Stage I or Stage III.

Occupational Values Inventory

In both Stage I and Stage III these girls received significantly high mean scores on Surroundings (first in both instances), Associates (second and first), Security (second and second), compared to other groups. They received significantly low scores in both stages on Follow Father (eighth both times).

There were no significant differences in Stage III that did not appear in Stage I. However in Stage I there was a high score on Variety and a low score on Creativity which were significantly different and not replicated in Stage III.

Turning to the Intra-group ranking of values, these girls ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Intellectual Stimulation and Self-Satisfaction. They ranked relatively low in both Stage I and Stage III the values of Management, Esthetics, and Follow Father.

In Stage III, only, these girls also ranked high the values of Associates and Surroundings, and ranked low the value of Economic Returns. In Stage I, only, this group ranked high the values of Security and Altruism and ranked low the value of Creativity.

Occupational Interest Inventory

There were no significant findings involving this group in both Stage I and Stage III except discrepancy between Father's Occupation and Child's Aspiration. In Stage III this group differed significantly from other groups on three variables; they ranked seventh on Expectation, Aspiration and Father's Occupation.

They received, on Stage III findings, the third highest score on the discrepancy between the Father's Occupation and the Child's Aspiration, meaning that they aspired to higher status jobs than those held by their fathers.

There were no significant differences in Stage I not replicated in Stage III.

Educational Aspiration

In both Stage I and Stage III these girls have the lowest aspiration scores of the eight groups.

Social Attitudes Inventory

These girls did not differ significantly from other groups on any of the Stage III variables.

It is impossible to make comparisons between Stage I and Stage III findings for the instrument was completely revised.

Views of Life

These girls excelled the other three groups on Earned Status/Bestowed Status. This group received the lowest score on Rate of Action, Self-Initiation/Other Initiation, Activity/Passivity Under Stress. They were also significantly low (second lowest) on the Total Score.

Sentence Completion

For the Task Achievement scales, there were no similarities between findings of Stage I and Stage III. In fact, these girls did not differ significantly from other groups on any of the Stage I variables in this area.

In Stage III they were significantly highest on Attitude scale and significantly low on Engagement (seventh). In a like manner, in the area of Interpersonal Relations there were no findings which were similar in both Stage I and Stage III.

In Stage III these girls differed significantly from other groups with the low score received on Attitude (seventh).

In Stage I they were significantly lowest on Engagement and on Frequency of Neutral Affect.

In the area of Authority there was a significant finding which was identical in both Stage I and Stage III: the low score received by these girls on Engagement (seventh both times).

In Stage III this group differed significantly from other groups with the highest score on Hostile Affect.

In Stage I these girls differed significantly from other groups with the low scores received on Attitude (eighth), on Coping (eighth), on Frequency of Neutral Affect (eighth) and with the highest score on Frequency of Negative Affect. These scores were not replicated in Stage III.

In the Anxiety area there were no similarities between the findings of Stage I and Stage III. In fact, in Stage III this group did not differ significantly from other groups on any of the variables in this area except on Positive Affect where they ranked first.

In Stage I these girls differed significantly from other groups with the high score on Frequency of Negative Affect (second) and with the low scores received on Stance (eighth), Engagement (seventh), Coping (seventh) and on Frequency of Neutral Affect (seventh).

The same general pattern was observed in the area of Aggression, that is, there were no findings similar in Stages I and III. Also, the group did not differ significantly from other groups on any of the Stage I variables. In Stage III they received the highest score on Depressive Affect.

For the Sentence Completion Total scores, there was one significant finding which was identical in both Stage I and Stage III: the low score received by these girls on Total Engagement scale (seventh and eighth). There were no significant differences found in Stage III that did not appear in Stage I.

In Stage I these girls differed significantly from other groups with the very low scores received on Total Attitude scale (eighth), on Total Coping scale (eighth), on Frequency of Neutral Affect (seventh) and for the highest score on Frequency of Negative Affect.

For the Parent/Child Interaction items there were no findings which were similar for both Stages I and III. In Stage I this group did not differ significantly from other groups on any of the four variables. In Stage III they received the lowest scores on Self-Concept, on Parent/Child Interaction and on Interaction with Father.

Interpretive Comments

The girls of this group are particularly characterized -- from Stage I and Stage III results -- by somewhat low achievement and average aptitude; by very low self-esteem and by a situation of emotional trouble; however, their autonomy and initiative are higher than for ten-year-old upper-lower class females.

Their level of performance is probably linked to the weak cultural stimulation of their environment and also to an affective trouble which possibly decreased Coping Effectiveness in all behavior areas, particularly in the relationship with authority figures. The most probable reason for this sort of malajustment is the conflict, frequency for girls of this age and of this socioeconomic level, between their need for autonomy and independence and the wish of their parents to control their daughters' behavior closely. The negative affective reaction did not have any influence on the very high degree of persistency they demonstrated toward problem situations. In case of failure they did not give up but tried some other way in order to reach the solution. As far as this persistency was concerned, their coping efficiency scores were about at the mean values.

The very low self-esteem induced professional expectations which were rather modest, although they hoped to rise above their fathers' occupational level and they expressed high educational aspirations. The values they were looking for in work, except for security, expressed an idealistic point of view on life or, maybe, a wish to compensate for their familiar frustrations.

They gave major importance to esthetic satisfactions, to pleasant colleagues, to a pleasant working environment, to work variety, and to independence.

MILAN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

There were no similarities in Stage I and Stage III. There were two significant differences in Stage III that did not appear in Stage I. These boys ranked first on Mathematics and Reading Achievement scores. There were no significant differences in Stage I.

Behavior Rating Scales

This group of boys showed no significant difference in either Stage I or Stage III on any of the BRS items.

Occupational Values Inventory

There were no similar findings in Stage I and Stage III. Findings observed in Stage III, but not in Stage I, were the significantly high score for this group on Independence (second) and the significantly low score for Security (seventh). Significant findings in Stage I which were not replicated in Stage III included the high scores for this group on Creativity (first), on Follow Father (third), and the low scores on Intellectual Stimulation (eighth) and on Esthetics (eighth).

Turning now to the Intra-group ranking of values, these boys ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Intellectual Stimulation and Creativity. Ranked low in both Stage I and Stage III were the values Follow Father, Management, and Esthetics.

Ranked highly within this group in Stage III,but not in Stage I, were the values of Prestige and Economic Returns. Ranked low within this group in Stage III, but not in Stage I, was the value Security.

The values of Self-Satisfaction and Altruism were ranked highly in Stage I, but this finding was not replicated in Stage III. The value Variety was ranked low in Stage I; neither was this finding replicated in Stage III.

Occupational Interest Inventory

This was one of the three groups which had an expectation (1.31) that was of a higher status level than its aspiration (1.38). However the difference was very slight, both values being close to lower middle class occupations.

In both Stage I and Stage III their job expectation was at the highest extreme, nonetheless the discrepancy between their aspiration and their expectation was not significantly greater than the same discrepancy in other groups.

Another similarity in Stage I and Stage III was the low score on Father Occupation/Child Aspiration.

Like all groups except the lower class girls of the two ages they aspired to a job of a slightly higher status level than that of their fathers'. In this they were significantly different to working class girls and boys of both age groups who aspired to jobs of a much more higher status than their fathers'.

Other significant differences found in Stage III not replicated in Stage I were the high scores on Child's Aspiration and Father's Occupation.

Educational Aspiration

These boys have almost the same status level as that of middle-class boys of age ten (1.04), that is, the highest aspiration in terms of education.

In Stage I they ranked third highest in Educational Aspiration following the two middle groups of age ten.

In both Stage I and Stage III they differed significantly from other groups on this variable.

Social Attitudes Inventory

There were no significant findings in either Stage I or Stage III.

It is impossible to make comparisons between Stage I and Stage III findings as this instrument was completely revised.

Views of Life

These boys ranked significantly highest compared to the other three groups on Self-Initiation/Other Initiation and Total Score. They were significantly high also on Rate of Action (second).

Sentence Completion

For the Task Achievement scales, there were no findings which were similar in both Stage I and Stage III.

In Stage III these boys differed significantly from other groups with the highest score on Aid/Advice.

In Stage I they differed significantly from other groups with the high score on Frequency of Positive Affect (second).

In the Interpersonal Relations area there was one significant finding which was identical in both Stages I and III: these boys received the highest score on Coping in both Stage I and Stage III.

In Stage III this group differed significantly from other groups with the lowest score on Depressive Affect.

In Stage I this group differed significantly from other groups with the highest score on Engagement.

In a like manner, in the area of Authority there was one significant finding which was similar in both Stage I and Stage III. These boys had, in fact, in both stages, a very low score on Engagement (sixth and eighth).

In Stage III they differed significantly from other groups with the low scores on Attitude scale (seventh) and on Depressive Affect (seventh). There were no significant differences in Stage I not replicated in Stage III.

In the area of Anxiety there were no similarities between the findings of Stage I and Stage III. This group of boys did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

The same pattern was observed in the area of Aggression. That is, there were no findings similar in Stages I and III.

In Stage III, these boys had significantly low scores on Engagement (seventh), Aid/Advice (seventh) and Depressive Affect (eighth).

In Stage I they had significantly highest scores on Stance, Engagement and Coping.

For the Sentence Completion Total scores, there were no similar findings in both Stage I and Stage III. In Stage III this group differed significantly from other groups with the very low scores on Total Attitude (seventh) and on Total Depressive Affect (seventh). In Stage I they received significantly high scores on Stance (first), Coping (first), Frequency of Neutral Affect (second) and Frequency of Positive Affect (second) and with the low score on Frequency of Negative Affect (seventh).

For the Parent/Child Interaction items there were no findings which were similar for both Stages I and III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they had received the lowest scores on Parent/Child Interaction and on Interaction with Father.

On Reality/Fantasy there were no similarities in Stages I and III. In Stage III they did rank first among the other groups.

Interpretive Comments

The achievement results for this group are somewhat dissimilar for Stage I and Stage III. They ranked about average in Stage I; high in Stage III.

In Interpersonal Relations, their Coping Effectiveness was very high on Sentence Completion and on Story Completion (Stage I), and they had high reputations in this area. A certain convergence appeared in their capacity for facing and solving aggressive situations. This capacity was probably due to their many experiences of social contacts and to the major freedom these boys have if compared with boys and girls of other groups. In this sense we shall consider also their initiative in solving all kinds of problematic situations. We noticed a divergence between the very high vocational expectations and the low Self-Assertion, between the possibility to be creative on the job, to get prestige and independence and the low importance they gave to Intellectual Stimulation and to Esthetical satisfactions.

Their performance, in spite of the environmental stimulation they have, was average on both Aptitude and Achievement tests in the Stage I sample, but above average in the Stage III sample.

Summarizing, we can say that performances of these boys reflected the situation of contradiction frequently present at this age level, particularly for upper-middle class subjects; this contradiction was linked to the contemporary persistency of behavioral aspects, which are typical in childhood and of aspects which are typical of late adolescence or maturity.

The contemporary presence of discordant elements in the development of personality makes us understand incoherence of certain attitudes; this kind of behavior is near to that of those with a schizoid personality, so that we can say that "the normal adolescent is an abnormal subject."

MILAN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

There were no significant differences in Stage III that did not appear in Stage I. However, two significant Stage I differences were not replicated in Stage III. On Aptitude and Math Achievement in Stage I, these girls were in second place but they did not differ from other groups on these two variables in Stage III.

Behavior Rating Scales

There were no significant findings similar in Stages I and III. In Stage III these girls received less favorable ratings from peers than in Stage I. They were not significantly different from any other group on any of the items. However in Stage I these girls were significantly high on both Academic and Nonacademic Task Achievement, on Authority, on IPR, on Self-Assertion and on Total Score.

Occupational Values Inventory

In both Stage I and Stage III these girls received significantly high mean scores on Independence (first both times), Surroundings (second both times), and Associates (first and second) compared to other groups.

Significant findings in Stage I which were not replicated in Stage III included the low mean scores for this group on Prestige (eighth), Economic Returns (eighth), Management (eighth) and Success (eighth), and the highest mean score on Intrinsic.

Turning now to the Intra-group values, these girls ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Self-Satisfaction, Associates, and Intellectual Stimulation. They ranked lowest the values of Management, Follow Father and Esthetics.

In Stage III they rated high the value of Surroundings and rated low the value of Altruism. These ratings were not replicated in Stage I. In Stage I these girls rated high the value of Altruism and rated low the value of Economic Returns. These ratings were not replicated in Stage III.

Occupational Interest Inventory

There was one similarity of this group in both Stages I and III. These girls had a low score on the discrepancy score between Father Occupation/Child Aspiration (seventh in both instances).

Their aspiration level was a little higher than the status of job their fathers held. In this they were significantly different from all working class boys (ten-year-old upper-lower males = 8.06; fourteen-year-old upper-lower males = 7.94) who aspired to a job of a much higher status level than their father. In Stage III they received two high scores not replicated in Stage I -- Child's Expectation and Father's Occupation. There were no significant differences in Stage I not replicated in Stage III.

Educational Aspiration

These girls received a high score in both Stages I and III on Educational Aspiration, and they had almost the same high aspiration level as that of middle-class boys at both ages.

Social Attitudes Inventory

It is impossible to make comparisons with Stage I findings for the instrument was completely revised.

There were no significant differences in Stage III. There was only one significant difference in Stage I where these girls ranked lowest on Passive Defensive. This is quite a contrast to the score earned by the ten-year-old working-class girls who received the highest score of the eight groups on Passive Defensive in Stage I.

Views Of Life

These girls received significantly highest scores between the four groups considered on Locus of Control, Rate of Action, Activity/Passivity Under Stress. They ranked significantly high on Total Score (second). They ranked significantly lowest on Competition/Cooperation, Positive/Negative Self-Concept.

Sentence Completion

For the Task Achievement scales, there were no findings which were similar in both Stage I and Stage III.

In Stage III these girls differed significantly from other groups with the lowest scores on Attitude, Engagement, and Aid/Advice. In Stage I they were significantly highest on Frequency of Positive Affect.

In the Interpersonal Relations area, there were no findings which were similar in both Stages I and III. In fact, these girls did not differ significantly from other groups on any of the Stage I variables in this area. In Stage III, they were significantly highest on Depressive Affect and significantly lowest on Attitude and on Hostile Affect.

In the area of Authority, there was one significant finding which was identical in both Stages I and III: these girls differed from other groups with the low score on Frequency of Neutral Affect (seventh and eighth). In Stage III they received a significantly lowest score on Attitude. In Stage I they had significantly low scores on Stance (eighth), Engagement (eighth), Coping (seventh) and a significantly high score on Frequency of Negative Affect (second).

In the area of Anxiety, there were no findings which were similar in both Stage I and Stage III. In fact, these girls did not differ significantly from other groups on any of the Stage III variables in this area. On the contrary, in Stage I this group differed significantly from other groups on all variables in this area. They received very low scores on Stance (seventh), Engagement (eighth), Coping (eighth), Frequency of Neutral Affect (eighth) and the highest score on Frequency of Negative Affect.

In the Aggression area, there were no findings which were similar in both Stages I and III. In fact, these girls did not differ significantly from other groups on any of the Stage I variables. In Stage III they received significantly low scores on Stance (eighth) and Engagement (sixth).

For the Sentence Completion Total scales, there was one significant finding which was identical in both Stages I and III: this group received in both occasions the highest score on Frequency of Positive Affect. In Stage III they received significant lowest score on Total Attitude scale and a significant high score on Total Depressive Affect (second). In Stage I they were significantly lowest on Total Stance, Total Engagement, Frequency of Neutral Affect and high on Frequency of Negative Affect (second).

For the Parent/Child Interaction items there were no findings which were similar for both Stages I and III. In Stage I this group did not differ significantly from other groups on any of the four variables. In Stage III they received the lowest score on Interaction with Mother.

Interpretive Comments

Their coping efficiency was high (a little lower in Stage III) in all behavior areas, but there were -- though the results differed in projective techniques between Stage I and Stage III -- some difficulties with aggression situations and, even more, in the situations which involve authority figures. The presence of a remarkable amount of

negative affect in this kind of situation seems to indicate some familiar conflicts. Girls are not motivated for facing certain situations and are very inefficient as for coping: this refusal of authority could be the premise for a nonconformist attitude-set.

The view these girls present of themselves is optimistic, and the values considered most important on the job are essentially idealistic ones: Self-Satisfaction, Intellectual Stimulation, Altruistic interest. There is only a slight difference between career aspiration and the status they expect to have.

In general, these girls seem to express, in almost all their behavior, those characteristics which are normally elicited by a fortunate and culturally stimulating environment: high achievement, intellectual interests, idealistic motivations, capacity for facing and solving problematic situations in an adequate way. But in their attitude towards Authority, that same authority which has fixed their education lines, these girls indicate maybe the need of each generation for reaching autonomy through self-discovery.

In order to reach this goal, these girls refuse an authoritative relationship with the previous generation when this kind of relationship is not only proposed but imposed.

STORY COMPLETION FINDINGS ACROSS ALL EIGHT GROUPS

We have analyzed the significant interaction effects among the eight groups for every dimension (variable).

Stance (219)

We found only one significant difference: ten-year-old upper-middle class males showed a better capacity to plan how to face the problematic situations than fourteen-year-old upper-middle females.

Engagement (220)

Also in this area we found only one significant difference: fourteen-year-old upper-lower class males showed a better capacity to face some problematic situations than ten-year-old upper-lower class females.

Initiation (221)

Again, only one significant difference had been found: fourteen-year-old upper-lower class females showed a greater autonomy and initiative than ten-year-old upper-lower class females.

Aid/Advice (222)

Two significant differences had been found in this area: fourteen-year-old upper-lower class females tended to seek more frequently aid or advice than ten-year-old upper-lower class females. The ten-year-old upper-lower class females were more frequently (and spontaneously) helped by others. The same significant difference had been found between fourteen-year-old upper-lower class males and ten-year-old upper-lower class females.

Solver (223)

No significant difference had been found.

Implementation (224)

No significant difference had been found.

Outcome (225)

No significant difference had been found.

Evaluation of Outcome (226)

A significant difference had been found: fourteen-year-old upper-lower class males evaluated more positively their outcome than ten-year-old upper-lower class females.

Coping Effectiveness (227)

No significant difference had been found.

Length of Response (228)

Three significant differences had been found: ten-year-old upper-lower class males were more synthetical than fourteen-year-old upper-middle class females; ten-year-old upper-middle class males were more synthetical than ten-year-old upper-middle class females; and fourteen-year-old upper-lower class males were more synthetical than fourteen-year-old upper-lower class females.

Positive Affect Hero (229)

One significant difference had been found: ten-year-old upper-middle class females expressed more frequently Positive Affect than ten-year-old upper-middle class males.

Negative Affect Hero (230)

One significant difference had been found: fourteen-year-old upper-middle class females expressed more frequently Negative Affect than ten-year-old upper-middle class males.

Total Affect Hero and Others (231)

One significant difference had been found: fourteen-year-old upper-middle class females expressed more frequently emotional reactions than ten-year-old upper-middle class males.

Instrumentality (232)

Ten-year-old upper-middle class males showed a greater persistence than ten-year-old upper-lower class females; on the other hand, fourteen-year-old upper-lower class females showed a greater persistence than ten-year-old upper-middle class females.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no systematic differences in Stage I or Stage III since the scores were standardized separately within each age group for each country.

There were two significant interactions involving age which appeared in both Stage I and Stage III: middle-class children excelled working-class children at both age levels on Reading Achievement and on Grade Point Average.

In Stage I, this trend was most marked at age ten for both measures of achievement. It was also most marked at age ten for Grade Point Average, in Stage III, although on Reading Achievement the difference in Stage III became greater at age fourteen.

Furthermore there were two significant differences in Stage III that did not appear in Stage I: 1) on Mathematics Achievement the middle-class children excelled the working-class children at both age levels, 2) on Raven the ten-year-old males excelled the ten-year-old females and fourteen-year-old females excelled the fourteen-year-old males.

Socioeconomic Status

The middle-class children excelled the lower-class children on Raven, Mathematics and Reading Achievement tests and on Grade Point Average, in both Stage I and Stage III.

There were no significant SES x Sex interactions in either Stage I or in Stage III.

Sex

There were no differences which were true for any analysis.

BEHAVIOR RATING SCALES

Interpretive Restrictions

Because the ten-year-old children were not only in different classes, but in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Consequently, it is not valid or meaningful to compare scores across the two age groups as a whole. However, it is meaningful to compare differences within the two age groups.

Age

There were three significant Age x SES interactions observed in Stage III which were not found in Stage I. On Total Positive Academic Task Achievement and Total Positive Self-Assertion for both age levels the upper-middle class children excelled the upper-lower class. On Total Positive Aggression the ten-year-old upper-middle class children excelled the ten-year-old lower-class children while the fourteen-year-old lower-class children excelled the fourteen-year-old middle-class children.

There was one significant Age x Sex interaction in Stage I not replicated in Stage III concerning the area of Anxiety, in which females excelled males at age fourteen, while at ten years no difference was observed.

Socioeconomic Status

Social class main effects were similar in Stages I and III; in the two analyses, middle-class children excelled the working-class children in all dimensions except for Aggression.

An important Stage I SES x Sex interaction involving the area of Nonacademic Task Achievement was not replicated in Stage III, that is, middle-class females excelled middle-class males while lower-class males and females did not differ in this dimension.

Sex

There were two main effects in Stage I where the females excelled the males in coping with Anxiety and on the Summary score. No main effects for Sex were observed in Stage III.

OCCUPATIONAL VALUES INVENTORY

Age

There were a number of Age main effects which were identical in Stage I and Stage III. In both analyses, the fourteen-year-old received higher scores on Independence, Security, Surroundings and Associates. The ten-year-old children, in both cases, received higher scores on Follow Father. Thus, on four of the fifteen values the same Age main effects were observed.

There were two Age x SES interactions observed for the first time in Stage III data. For Altruism and Associates, at the age of ten, the middle-class children scored higher, while at the age of fourteen the lower-class children received higher scores.

There was only one Age x SES interaction in Stage I not replicated in the later analysis. For Creativity, at age ten the lower-class children scored higher; while at the age of fourteen the middle-class children received the higher scores.

There was only one Age x Sex significant interaction in Stage I, not replicated in Stage III. This was in the area of Associates where the females excelled the males in both age groups, though this trend was most marked by the fourteen-year-old girls.

Socioeconomic Status

There were three social main effects which were identical in both Stage I and Stage III. For Esthetics and Security the lower class children scored higher, while the middle-class children more often chose the value of Follow Father. There were four social main effects in Stage I not found in Stage III. In Management, Success, and Economic Returns the lower-class excelled the middle-class children and in Creativity the middle-class children excelled the working-class children.

There were no significant SES x Sex interactions present in both Stages I and III. There was one social difference observed in Stage III, but not in Stage I. In the value of Esthetics, the working-class males excelled the working-class females, while the middle-class females excelled the middle-class males.

In Stage I, the only SES x Sex interaction observed was the one involving Creativity where the males of both social classes excelled the females of both social classes.

Sex

A large number of Sex main effects were identical in both Stage I and Stage III. In fact, nine of the seventeen scales gave the same results in both analyses.

Females scored higher than males on Independence, Surroundings, Associates, Variety and the Total Intrinsic Score. Males scored higher than females on Variety, Economic Returns, Follow Father and the Total Extrinsic score.

Significant in Stage III, but not in Stage I, was the greater frequency of choice by males of the values of Management, Success, and Prestige.

Significant in Stage I, but not replicated in Stage III, was the greater frequency of choice by females on Esthetics and Intellectual Stimulation.

OCCUPATIONAL INTEREST INVENTORY

Age

There were no systematic differences in Stage I or Stage III, as far as Age main effects are concerned. There were two Age main effects in Stage I where the fourteen-year-old children excelled the ten-year-old children in Child's Expectation and the ten-year-old children excelled the fourteen-year-old children in Child Education/Aspiration.

A significant Age x SES interaction which appeared in Stage I was replicated in Stage III: upper-lower class children of both ages excelled middle-class children in the discrepancy between subjects occupational aspiration and father's job level, this trend being most marked by the ten-year-old.

A significant Age x SES interaction in Stage III, not replicated in Stage I, involved Father's Occupation where the middle-class children excelled the working-class children, this trend being most marked by the ten-year-old.

Socioeconomic Status

Remembering that for this particular instrument each objective response was assigned status scores between one and six with one representing the highest status job and six the lowest status job, it can be noted that in both stages of the research in Expectation variable the upper-lower students aspired to significantly lower status occupations than did the upper-middle class students. The same results in both stages involved the discrepancy between objective status level of subjects' aspirations and the status level of subjects' expectation, in the sense that working-class children's aspiration was greater than their expectation, while this difference was less noticeable for middle-class children.

There were three social class main effects which were identical in both Stage I and Stage III. For Child Expectation/Child Aspiration and Father Occupation/Child Aspiration, the lower-class children exceeded the middle-class children; while for Child's Expectation, the middle-class children exceeded the lower-class children.

There were two other social class main effects not observed in Stage I. These involved Child's Aspiration and Father's Occupation where in each case the middle-class children exceeded the lower-class children.

Dealing in the discrepancy between Student's Occupational Aspirations and Father's Occupational Status level it may be noted that also in this case, in both stages, working-class children's discrepancy was greater than middle-class children's discrepancy.

A significatn SES x Sex interaction, not observed in Stage I, may be noted in Stage III concerning the area of Child's Aspiration. Here the males of both social classes aspired to higher status jobs than the females, this trend being greater among the middle-class males.

In the area of Child's Expectation there was a significant interaction in Stage I not replicated in Stage III. In this interaction the lower-class females' expectations were greater than the lower-class males' and the middle-class males' expectations were greater than the middle-class females'.

Sex

There were three Sex main effects which were similar to those observed in Stage I: males aspired to a higher status level and expected a higher status level than females, furthermore discrepancy between females Occupational Aspiration and Father's Occupational level was greater than males discrepancy between the two variables.

EDUCATIONAL ASPIRATION

Age

In Stage I systematic Age differences were found in the sense of a higher educational aspiration of ten-year-olds than of fourteen-year-olds. In Stage III there were no systematic age differences.

There were no significant interactions involving Age in either Stage I or Stage III.

Socioeconomic Status

As in Stage I findings, middle-class children showed higher educational aspirations of compared to working-class children.

There were no significant Age x SES or SES x Sex interactions in either Stage I or Stage III.

Sex

In both Stage I and Stage III findings males had a higher educational aspiration level if compared with females.

SOCIAL ATTITUDES INVENTORY

As we noted previously, no comparisons between Stage I and Stage III findings may be made for this instrument since not only was the instrument completely revised, but also the scoring and scaling systems changed, different variables being generated. So only significant Stage III findings will be reported.

Age

When type of coping is looked at it seems that fourteen-year-old children gave significantly more "good coping" responses than ten-year-old children only in the area of Anxiety. No other main Age effect nor any interaction effects were observed.

Socioeconomic Status

Social class made a significant difference for only one type of responses, that of the Task Achievement area: working-class children gave more good coping responses than did middle-class children. There were no significant Age x SES or SES x Sex interactions in Stage III findings.

Sex

Males are more frequently "good copers" than females to face Task Achievement problems, Authority and Anxiety. Sex also plays a significant role on Total Score, the males excelling.

There were no significant interactions involving Sex in Stage III findings.

VIEWS OF LIFE

Age

There are no significant interactions by age, this instrument having been administered only to fourteen-year-old children.

Socioeconomic Status

There were five socioeconomic status main effects. Upper-lower children excelled upper-middle children on the dimensions Competition/Cooperation and Positive/Negative Self-Concept while upper-middle children received significantly higher scores on the dimensions of Rate of Action, Self-Initiation/Other Initiation, Activity/Passivity Under Stress.

There was only one significant interaction based on the SES x Sex relation. For, on the dimension Earned Status/Bestowed Status upper-lower females excelled upper-lower males while upper-middle males excelled upper-middle females.

Sex

There were three Sex main effects. Females excelled males on Locus of Control, while males received significant higher scores than females on Competition/Cooperation and Positive/Negative Self-Concept.

SENTENCE COMPLETION

Task Achievement

Age: In the area of Task Achievement, there were no similar findings which involved the Age main effects or any interactions involving age in Stage I and Stage III.

In Age main effects in Stage III, the ten-year-old children excelled the fourteen-year-olds on Engagement and on Hostile Affect. In Stage I, ten-year-old children excelled fourteen-year-olds on Attitude scale, on Frequency of Negative Affect and on Frequency of Neutral Affect while the fourteen-year-olds excelled the ten-year-olds on Coping and on Frequency of Positive Affect.

There were no significant Age x SES interactions either in Stage I or in Stage III for any of the variables in this area.

Turning to Age x Sex interactions, in Stage III the females excelled the males on Engagement and on Aid/Advice at the age of ten while at the age of fourteen the males excelled. In Stage I, the females excelled the males on Attitude scale at both age levels, this trend being most marked at the ten-year-old level.

Socioeconomic Status: In the Task Achievement area there were no significant interactions involving socioeconomic status which were identical in both Stage I and Stage III.

As far as the SES main effects are concerned, in Stage III upper-lower children excelled upper-middle children on Attitude. In Stage I, upper-lower children excelled upper-middle children on Engagement while on Frequency of Positive Affect the upper-middle children excelled the upper-lower children.

On the SES x Sex interactions, in Stage III, on Attitude the upper-lower class females excelled the upper-lower class males and the upper-middle class males excelled the upper-middle class females. Furthermore, on Hostile Affect the upper-lower class males excelled the upper-lower class females and the upper-middle class females excelled the upper-middle class males.

Sex: There were no Sex main effects or significant interactions involving Sex which were identical in both Stage I and Stage III in the area of Task Achievement.

In fact, in Stage III, there were no Sex main effects. In Stage I, on Attitude, the females excelled the males.

Interpersonal Relations

Age: In the Interpersonal Relations area there were several significant effects involving Age which were identical in both Stage I and Stage III. For both Stage I and Stage III ten-year-old children excelled the fourteen-year-olds on Attitude scale while the fourteen-year-old children excelled the ten-year-olds on Coping and on Frequency of Neutral Affect. In Stage III the ten-year-old showed more Hostile Affect than the fourteen-year-old and in Stage I the ten-year-old showed greater Frequency of Negative Affect than the fourteen-year-old.

There were no significant Age x SES interactions either in Stage I or in Stage III for any of the variables in this area.

As far as Age x Sex interactions are concerned, there were no similarities between the findings of Stages I and III. In Stage III, the females excelled the males on Depressive Affect at both age levels, this trend being most marked at the fourteen-year-old level. In Stage I the females excelled the males on Coping at the age of ten while at the age of fourteen the opposite trend was observed. Furthermore, the females excelled the males on Frequency of Negative Affect at both age levels, while the males excelled the females on Frequency of Neutral Affect at both age levels, this trend in both cases being greater at the fourteen-year-old level.

Socioeconomic Status: There was one significant interaction involving SES which was identical in both Stage I and Stage III. In fact, on Engagement, upper-middle class children excelled upper-lower class children in both stages. As far as the other SES main interactions are concerned, in Stage III upper-middle class children excelled upper-lower class children on Stance, Aid/Advice, Coping, and on Positive Affect.

On SES x Sex interactions, there were no significant main effects either in Stage I or in Stage III for any of the variables in this area.

Sex: There were no significant findings which were similar in both Stage I and Stage III in the area of Interpersonal Relations. In Stage III, females excelled males on Engagement, Aid/Advice, and Depressive Affect, while males excelled females on Hostile Affect.

In Stage I, males excelled females on Stance, Engagement, Coping, and Frequency of Neutral Affect, while females excelled males on Frequency of Negative Affect and on Frequency of Positive Affect.

Authority

Age: In the area of Authority there were several significant interactions involving Age which were identical in both Stage I and Stage III. In the Age main effects, in both stages, ten-year-olds excelled fourteen-year-olds on Attitude and Engagement.

In Stage III, ten-year-olds excelled fourteen-year-olds on Aid/Advice and on Depressive Affect, while fourteen-year-olds excelled ten-year-olds on Stance and on Hostile Affect.

In Stage I, ten-year-olds excelled fourteen-year-olds on Stance, on Coping and on Frequency of Positive Affect. As far as Age x SES interactions are concerned, there were no significant findings which were identical in both stages.

In Stage III, at the age of ten the upper-middle class children excelled the upper-lower class children on Attitude, while at the age of fourteen there was the opposite trend, i.e., the upper-lower class children excelled the upper-middle class children.

Turning now to Age x Sex interactions, there were three significant effects which were identical in both Stage I and Stage III: 1. On Stance, females excelled males at the age of ten, while at the age of fourteen males excelled females. 2. On Coping, females excelled males at age of ten, while males excelled females at age of fourteen. 3. On Frequency of Neutral Affect, the males excelled the females at both age levels, this trend being most marked at the fourteen-year-old level.

In Stage III, on Depressive Affect, the females excelled the males at both age levels, this trend being most marked at the fourteen-year-old level.

In Stage I, females excelled males on Frequency of Negative Affect at both age levels, this trend being greater at the fourteen-year-old level.

Socioeconomic Status: There were no SES main effects either in Stage I or in Stage III.

There were no significant SES x Sex interactions in Stage III. In Stage I there were significant interactions on Stance and Engagement. On Stance the upper-lower females excelled the upper-lower males while the reverse was true among the fourteen-year-olds. On Engagement, the males excelled the females at both socioeconomic levels, this trend being greater among the males.

Sex: In the area of Authority there were two significant interactions involving Sex which were identical in both Stages I and III. In fact, in both occasions, the males excelled the females on Coping and on Frequency of Neutral Affect.

In Stage III, females excelled males on Depressive Affect. In Stage I, females excelled males on Frequency of Negative Affect.

Anxiety

Age: In the area of Anxiety, there were no significant findings in both Stage I and Stage III which involved the Age main effects or any interactions involving Age.

As far as Age main effects are concerned, in Stage III, the fourteen-year-olds excelled the ten-year-olds on Stance, Coping and Frequency of Positive Affect, while ten-year-olds excelled on Depressive Affect. In Stage I, ten-year-olds excelled fourteen-year-olds on Stance and Engagement.

There were no significant Age x SES interactions which were similar in both Stage I and Stage III. In Stage III, on Attitude, at age ten the upper-middle class children excelled the upper-lower class children, while at the age of fourteen this trend was reversed.

As far as Age x Sex interactions are concerned, there were no significant effects which were identical in both Stage I and Stage III. In Stage III, on Coping Effectiveness and on Neutral Affect, females excelled males at the age of ten, while at the age of fourteen males excelled females for both the mentioned variables.

Socioeconomic Status: There were no significant interactions involving SES main effects which were identical in both Stage I and Stage III in the area of Anxiety. In Stage III, the upper-lower class children excelled the upper-middle class children on Aid/Advice.

On the SES x Sex interactions, there were none identical in both Stage I and Stage III. In Stage III, on Attitude scale, the upper-lower class females excelled the upper-lower class males, while this trend was reversed at the upper-middle class level, the males excelling. In Stage I, there was a significant interaction on Stance where the males of both classes excelled the females, this trend being greater at the lower class level.

Sex: In the Anxiety area there were no significant interactions involving Sex which were identical in both Stage I and Stage III. In Stage III there were no significant findings for any of the variables in this area. In Stage I there were significant findings for all

variables. In fact, the males excelled the females on Stance, Engagement, Coping, and Frequency of Neutral Affect, while females excelled males on Frequency of Negative Affect.

Aggression

Age: In the area of Aggression there were no significant findings in both Stage I and Stage III which involved the Age main effects or any interactions involving Age. As far as the Age main effects are concerned, in Stage III, ten-year-old children excelled fourteen-year-olds on Stance, Engagement, Aid/Advice, Coping Effectiveness and Neutral Affect while fourteen-year-olds excelled on Depressive Affect. In Stage I, fourteen-year-olds prevailed significantly on Stance, Engagement and Coping.

On Age x SES interactions in Stage III, on Depressive Affect upper-lower class children excelled upper-middle class children at the age of fourteen, but at age ten there was very little difference. Furthermore, on Neutral Affect, the upper-lower class children excelled the upper-middle class children at the age of ten, while at the age of fourteen this trend was reversed.

On Age x Sex interactions, in Stage III, males excelled females at the age of ten on Engagement and Aid/Advice, while at the age of fourteen this trend reversed on these two variables. In Stage I, at the age of ten, females excelled males on Stance, Engagement, Coping and Frequency of Neutral Affect while the males excelled the females on Frequency of Negative Affect. At the age of fourteen, the males excelled females on Stance, Coping and Frequency of Neutral Affect while females excelled males on Frequency of Negative Affect. On Engagement there was very little difference between the fourteen-year-old males and females.

Socioeconomic Status: There were no significant findings involving SES main effects or any interaction involving SES which were similar in both stages. In Stage III, on Depressive Affect, the upper-lower class excelled the upper-middle class children

Sex: There were no significant interactions involving Sex which were identical in both stages. In Stage III, males excelled females on Stance and on Hostile Affect, while females excelled males on Depressive Affect. In Stage I, females excelled males on Engagement while males excelled females on Coping.

Total Scores

Age: For the Sentence Completion Total Scores, there were several significant interactions involving Age which were identical in both Stage I and Stage III.

As far as the Age main effects are concerned, ten-year-old children excelled fourteen-year-old children in both stages on Total Attitude and Engagement, while fourteen-year-olds excelled ten-year-olds on Positive Affect.

In Stage III, ten-year-olds excelled fourteen-year-olds on Depressive Affect.

There were no significant Age x SES interactions which were identical in both Stages I and III. In Stage III, on Total Attitude, upper-lower class children excelled upper-middle class children at the age of fourteen. At age ten there was very little difference between the males and females.

On the Age x Sex interactions, there were several significant effects which were identical in both stages. On Total Attitude the females excelled the males at the age of ten, while the males excelled the females at the age of fourteen. On Total Stance, Total Coping, and Total Frequency of Neutral Affect the males excelled the females at the age of fourteen.

In Stage III, the females excelled the males at age of ten on Stance, Coping, and Depressive Affect. At the age of fourteen, females excelled males on Depressive Affect. On Neutral Affect there was very little difference between the ten-year-old males and females in Stage III, however, in Stage I the males excelled the females. Also, in Stage I, the ten-year-old males excelled the ten-year-old females on Stance and Coping, whereas the ten-year-old females excelled the ten-year-old males on Frequency of Negative Affect.

For the Parent/Child Interaction scales there were two significant effects involving Age which were identical in both Stages I and III: the ten-year-old children excelled the fourteen-year-old children on Parent/Child Interaction and on Interaction with Father.

In Stage III there was a Age x SES interaction on Mother Interaction where the upper-middle class children excelled the upper-lower class children at the age of ten, while at the age of fourteen the upper-lower class children excelled the upper-middle class children in this area.

There were two significant Age x Sex interactions which were identical in both stages: 1. On Parent/Child Interaction, at the age of ten males excelled females. 2. On Father Interaction, at the age of ten the males excelled the females.

In Stage III, at the age of fourteen the males excelled the females on Parent/Child Interaction and on Father Interaction. These trends were reversed in Stage I.

Socioeconomic Status: On the Sentence Completion Total Scores there were no significant interactions involving SES main effects or any interaction involving SES which were similar in both Stages I and III.

In Stage III, the upper-lower class children excelled the upper-middle class children on Total Attitude.

On the SES x Sex interactions, in Stage III, on Attitude Total the upper-lower class females excelled the upper-lower class males and the upper-middle class males excelled the upper-middle class females.

Again, for the Parent/Child Interaction items there were no findings involving SES main effects or any interaction with SES which were similar in both Stages I and III.

In Stage I the upper-lower class children excelled the upper-middle class children on Interaction with Father.

On Reality/Fantasy there was a SES main effect identical in both stages. The upper-middle class children excelled the upper-lower class children.

Sex: For the Sentence Completion Total Scores, there was one significant interaction which was identical in both Stages I and III. In fact, in both occasions, males excelled females on Total Neutral Affect.

In Stage III, males excelled females on Total Hostile Affect, while females excelled males on Total Depressive Affect. In Stage I, males excelled females on Total Stance, Total Engagement, and Total Coping while females excelled males on Total Frequency of Negative Affect.

For the Parent/Child Interaction items there were no significant interactions involving Sex which were identical in both stages. In fact, in Stage I there were no significant findings for any of the variables in this area. In Stage III, males excelled females on all the variables.

STORY COMPLETION

Age

Significant differences had been found systematically in favor of fourteen-year-old subjects for the following dimensions: Initiation, Aid/Advice, Outcome, Evaluation of Outcome, Length of Response, Negative Affect Hero, and Total Affect. For only one dimension, Solver, the relation was reversed: ten-year-old subjects tended to identify themselves as solvers of the problematic situations more than fourteen-year-old subjects.

As far as Age x SES interactions are concerned, we had systematic significant differences for the dimensions Stance, Engagement, Evaluation of Outcome, and Instrumentality, where within ten-year-old subjects upper-middle class children excelled upper-lower class children, while within fourteen-year-old children we had the opposite trend.

For the dimension Total Affect, at the age of ten, upper-lower class children expressed more emotionality than upper-middle class children while at the age of fourteen the trend was reversed.

As far as Age x Sex interactions are concerned, significant differences were observed for the dimensions Aid/Advice, Coping Effectiveness, Instrumentality where at the age of ten males excelled females while at the age of fourteen, for all the mentioned dimensions, females excelled males. On Total Affect the females excelled the males at both age levels, this trend being greater at age fourteen.

Socioeconomic Status

Two significant SES differences had been found: for the dimensions Length of Response and Negative Affect Hero, upper-lower class subjects were more synthetical and expressed less frequently Negative Affect than upper-middle class subjects.

Sex

For the dimensions Engagement, Aid/Advice, and Instrumentality, males excelled females, while for the dimensions Length of Response, Positive Affect, Negative Affect, and Total Affect, females excelled males.

Interpretive Comments

Age, Socioeconomic Status and Sex main effects were very similar in Stage I and Stage III, for almost all the instruments: some exceptions were found, especially for Sentence Completion and Story Completion, while no comparison is possible for the two different SAI instruments.

The discrepancy between the upper-middle class and upper-lower class boys' scores in the aptitude and achievement measures didn't change substantially between the age of ten and the age of fourteen. The presence of a significant difference at age ten seems to depend upon a different degree of cultural stimulation between the two classes, both in quantity and quality, in the first decade of life.

At the age of fourteen, this status difference in favor of the higher level children was somewhat smaller, for Reading and GPA, than it had been at the age of ten, in the Stage I sample. In the Stage III sample, this same decrease in GPA difference, from ten to fourteen, was observed; although the difference in standardized Reading scores increased with age. The smaller differences at fourteen can be the result of: a) a diminished sensibility of the children to the positive and negative influences of the environment; b) a partial levelling of the cultural influences of the secondary school; c) a selection exerted by the secondary school, which has more effect upon children of inferior social and cultural levels. A smaller proportion of the children of these levels, at age fourteen, reach the third course of the secondary school, compared with those of the upper socioeconomic levels.

Probably a), b), and c) coexist, but the grade of influence exerted by each one could be determined by longitudinal research, that follows the development of two individual groups from birth till the age of fourteen.

The Stage I results of the BRS showed a higher self-valuation, in general, particularly in reference to figures of authority, at the age of ten than at the age of fourteen. The younger children showed more faith in themselves, tended to value themselves highly, and showed only a modest degree of self-criticism, while at the age of fourteen there appeared to be more awareness of social problems and more self-criticism of their own behavior and their own convictions. These results agree substantially with the knowledge offered by the psychology of development, concerning the modifications brought by puberty and adolescence.

Proceeding from the age of ten to the age of fourteen, in Stage I, a significant modification in almost every aspect of the behavior and attitudes was noticed. At age ten, the SAI data showed a disposition to passivity and defensiveness. At age fourteen, their behavior appeared more active with a tendency to take effective initiative. This difference suggests that the way problems are faced is more adequate and efficient in children who are at a higher maturity level.

The Sentence Completion data in Stage I, for fourteen-year-olds, showed greater effectiveness in coping with Aggression, Interpersonal Relations, and Task Achievement, although the ten-year-olds coped more effectively with authority figures and with feelings of anxiety. The Stage III data showed similar age differences in dealing with Interpersonal Relations and Authority. However, the Stage I age differences were reversed in the case of Task Achievement, Anxiety and Aggression. Consequently, the two generalizations about age differences that are supported by the Sentence Completion data in both samples (I and III) are that ten-year-olds tend to cope better with people in authority while fourteen-year-olds are more effective in their relations with agemates. By fourteen, maturity of personality, in Milanese society, doesn't regularly resolve the resolution of problems in the efficiency of studying, or dealing with authority. Actually these problems can reach, in many cases, the highest stage of their crisis exactly in preadolescence and adolescence. The lack of systematic improvement in coping behavior from the age of ten to the age of fourteen in these two areas, could then confirm the inadequacy -- for the needs of the new generation -- of structures still alive in the school and family, where the child feels a particular insufficiency growing from a condition of passive acceptance of impositions to a progressive autonomy in behavior. The decrease of Negative Affect with age in the IPR and Task Achievement situations followed the expectations.

In the Stage I sample, from the age of ten to the age of fourteen, the status expected in work increased but this age difference disappeared in the Stage III sample. In both samples, fourteen-year-olds gave much less importance to following the career of father than did ten-year-olds. With increasing age, the children seem to move from an attitude of subservience or total identification with the figure that still represents, in Italy, the apex of authority in the family -- the father -- to an increasing desire for autonomy, and for practical rewards such as security in the future job, necessary conditons to achieve a state of selfhood that is independent of the figures of authority with which the younger child still identifies. Pleasant associates and pleasant surroundings also take on greater importance by fourteen-year-olds. The greater desire for independence at fourteen suggests detachment from subservience to the father, accomplished through a progressive shifting of identification to the peer group that improves personal individuality (not just changing the external referent for a subservient stance).

Another aspect of the relation between age and social class -- together with the one in attitudinal measures -- is referred to the maturity level as it is shown in the Story Completion. This level is higher at the age of ten for lower social classes -- whose components seem more active, independent, tendency to initiative -- and at the age of fourteen for upper social classes, who at this age are in a better condition to face and solve positively the different situations. These results could be considered as dependent upon the fact that lower social and cultural level children, at the age of ten, have already to solve autonomously the various problems they find, while at fourteen the children of upper social classes avail themselves of more instruments to face adequately the new problems presented by the society to the adolescents.

Generally, the group of upper social and cultural level described themselves as coping in passive ways, more often than the group of the lower level, who more often (on SAI, Stage I) acted in defensive, non-coping ways, by their own account.

The children of the upper class show a higher self-valuation, compared to the children of lower status, except with respect to handling aggression. This can point out a higher social acceptability and a correspondent awareness of it in wealthier class children, who are not as used to facing demonstrations of aggressiveness.

The educational aspiration is, realistically, higher among the wealthy children. This higher educational aspiration is also reflected in a higher expectation for eventual career status among the higher-status children. On the other hand, the discrepancy between career aspiration and level of father's work shows greater desire of working class children for occupational and social mobility. In their jobs, they look mainly for success, security, economic rewards, and managerial power, while wealthier children recognize the importance of creativity, altruism and of following father's profession. This seems to show the desire of satisfaction of the primary needs in the children of lower level and of reaching aims less essential for survival in the others, still keeping an anchorage to the possibilities offered by the father.

The comparison between the two sexes showed no overall superiority for either sex. In short, there appears to be genuine equality of educational opportunity for boys and for girls in the schools of Milan.

The higher career aspirations and expectations are held by boys, and they show greater ambition to exceed their fathers' occupational levels. This is probably quite realistic of them, insofar as men will remain the principal breadwinners in the next generation.

In their job, girls look mainly for intrinsic aspects: independence, esthetic and intellectual stimulations, and variety; though they also

value positive human and environmental conditions. The males tend mainly to value extrinsic aspects: economic reward, the following of father's career, success, and prestige; although they also value creativity.

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES ITALY	1 RAVEN	2 MATHEMATICS ACHIEVEMENT	3 READING ACHIEVEMENT	4 GRADE POINT AVERAGE
10 UL M	- .09	.03	- .26	8(-) - .47
F	- .20	- .11	- .30	7(-) - .29
UM M	1(+) .33	- .20	.12	2(+) .35
F	- .03	.27	2(+) .43	1(+) .41
14 UL M	8(-) - .38	- .24	8(-) - .54	- .15
F	- .02	8(-) - .33	7(-) - .38	- .11
UM M	.19	1(+) .33	1(+) .72	.08
F	.22	.24	.20	.18
AGE				
SES	L < M	L < M	L < M	L < M
SEX				
AGE-SES		10L < 10M 14L << 14M	10L < 10M 14L << 14M	10L << 10M 14L < 14M
AGE-SEX	10M > 10F 14M < 14F			
SES-SEX				

VARIABLES ITALY	5 BEHAVIOR RATING SCALES Total Positive Aca.Task.Ach.	6 Total Positive Authority	7 Total Positive Interper.Rela.	8 Total Positive Implementation	9 Total Positive Self-Assertion	10 Total Positive Initiation	11 Total Positive Solver	12 Total Positive Aggression	13 Total Pos. Anxiety
10 UL M	.66	.67	.62	.69	.49	.70	7(-) .44	.59	.59
F	8(-) .24	8(-) .24	8(-) .42	.41	8(-) .40	8(-) .32	8(-) .30	.62	.49
UM M	1.43	1.23	1(+) 1.34	1.30	1.13	1.34	2(+) 1.36	.92	.78
F	1(+) 1.51	1(+) 1.44	1.32	1.34	1(+) 1.33	1(+) 1.52	1(+) 1.50	1.14	.86
14 UL M	.95	.90	.80	.84	.71	.85	.69	1.13	.75
F	1.02	.79	.72	.91	.70	.90	.72	.98	.71
UM M	1.13	1.03	1.22	.98	.83	1.08	1.26	.93	.88
F	1.12	1.09	1.33	1.15	.97	1.21	1.22	1.05	.77
AGE									
SES	L < M	L < M	L < M	L < M	L < M	L < M	L < M		
SEX									
AGE-SES	10L << 10M 14L < 14M				10L << 10M 14L < 14M			10L < 10M 14L > 14M	
AGE-SEX									
SES-SEX									

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
ITALY	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	6.83	4.31	7(-) 5.36	6.51	8.28	8.04	8.85	8.75	6.12
F	6.65	4.22	6.28	6.41	8.11	8.05	8.85	7.67	6.42
UM M	7.78	2.27	8(-) 5.27	5.95	8.06	8.26	8.70	8.66	5.86
F	7.67	3.97	6.75	4.98	8(-) 6.61	8.86	9.21	8.25	8(-) 5.48
14 UL M	6.93	3.76	6.46	6.01	1(+) 8.71	8.12	8.19	7.97	1(+) 8.39
F	7.47	3.46	7.78	5.34	7.39	8.50	8.62	7.37	2(+) 7.49
UM M	7.17	2.80	2(+) 7.28	6.21	7.91	7.46	8.93	8.26	7(-) 5.52
F	6.22	3.89	1(+) 8.14	5.25	7.83	8.54	8.64	7.25	6.98
AGE			10< 14						10< 14
SES		L>M							L>M
SEX			M<F	M>F	M>F			M>F	
AGE-SES	10L< 10M 14L> 14M								
AGE-SEX									
SES-SEX		LM> LF HM< HF							

VARIABLES	23	24	25	26	27	28	29	30
ITALY	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Fellow Father	Intrinsic	Extrinsic
10 UL M	8.89	7.81	6.62	8(-) 5.86	6.71	6.06	6.92	7.09
F	8.42	7.96	7.43	7.41	7.13	3.99	6.91	7.10
UM M	8.11	7.96	8(-) 6.10	7(-) 6.36	6.29	1(+) 9.37	6.65	7.40
F	7.34	8(-) 6.25	7.41	7.67	7.24	2(+) 7.36	7.12	6.87
14 UL M	7.76	1(+) 8.57	7(-) 6.41	7.84	6.33	7(-) 3.55	6.72	7.32
F	7.30	7.21	1(+) 9.19	1(+) 9.34	7.30	8(-) 1.24	6.98	7.02
UM M	8.53	8.30	7.00	7.22	6.28	6.13	6.80	7.23
F	7.07	6.58	2(+) 8.16	2(+) 8.64	6.80	5.01	6.84	7.18
AGE			10< 14	10< 14		10 >14		
SES						L<M		
SEX	M>F	M>F	M<F	M<F	M<F	M>F	M<F	M>F
AGE-SES				10L< 10M 14L> 14M				
AGE-SEX								
SES-SEX								

FIGURE 1
ITALY - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31*	32*	33*	34	35	36*	37	38	39	40	41	42
ITALY	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Asp./ Child Asp.**	Father Occ./ Child Asp.**	Child's Edu. Asp.	Task Achieve.	Authority	Aggress.	Interper. Relations	Anxiety	Total Score
10 UL M	2.30	2.30	6(-) 4.46	5.92	1(+) 8.06	5(-) 1.82	.96	.87	.80	.77	.76	.84
F	8(-) 2.78	8(-) 2.96	8(-) 4.48	6.18	4(+) 7.70	7(-) 1.96	.91	.81	.76	.73	.77	.80
UM M	2(+) 1.44	2(+) 1.34	2(+) 1.70	5.90	6(-) 6.26	2(+) 1.04	.91	.87	.77	.73	.81	.82
F	2.25	2.15	1(+) 1.66	5.83	8(-) 5.40	4(+) 1.20	8(-) .88	.81	.70	.74	8(-) .74	.78
14 UL M	2.44	6(-) 2.68	5(-) 4.38	6.24	2(+) 7.94	6(-) 1.92	1(+) .98	.87	.76	.75	1(+) .90	.85
F	7(-) 2.68	7(-) 2.96	7(-) 4.46	6.28	3(+) 7.78	8(-) 2.18	.94	.78	.76	.76	.80	.81
UM M	1(+) 1.38	1(+) 1.31	3(+) 1.80	5.94	5(-) 6.42	1(+) 1.04	.92	.82	.76	.78	.84	.82
F	2.02	3(+) 2.08	4(+) 2.06	6.06	7(-) 6.04	3(+) 1.10	.91	.83	.78	.80	.82	.83
AGE											10< 14	
SES	L< M	L< M	L< M	L> M	L> M	L< M	L> M					
SEX	M> F	M> F			M> F	M> F	M> F	M> F			M> F	M> F
AGE-SES			10L< 10M 14L< 14M		10L> 10M 14L> 14M							
AGE-SEX												
SES-SEX	LM> LF MM> MF											

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
ITALY	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M										
F										
UM M										
F										
14 UL M	4(-) .47	.62	.68	.52	3(-) .59	.70	.67	1(+).41	.59	4(-) .76
F	.62	.72	.73	.45	4(-) .58	.78	.52	.29	72	1(+) .90
UM M	.48	.63	.68	.59	2(+) .74	.71	.55	.28	.66	.87
F	1(+) .63	.61	.67	.57	1(+) .75	.73	.57	4(-).16	.71	.84
AGE										
SES					L< M			L> M		
SEX	M< F							M> F		
AGE-SES										
AGE-SEX										
SES-SEX										LM< LF MM> MF

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
ITALY					VIEWS OF LIFE					
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	.75	.56	.66	.40	.56	.56	.63	1(+).81	.78	4(-) .60
F	.74	4(-).50	.73	.31	.50	.58	4(-).60	.70	.83	3(-) .60
UM M	.77	1(+).68	.66	.46	.65	.46	.71	.72	.82	1(+) .63
F	.85	.63	.67	.43	.54	.54	1(+).75	4(-).55	.73	2(+) .62
AGE										
SES		L < M					L < M	L > M		
SEX								M > F		
AGE-SES										
AGE-SEX										
SES-SEX										

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VARIABLES	64	65	66	67	68	69	70	71	72
ITALY	SENTENCE COMPLETION								
	T A S K A C H I E V E M E N T								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.44	4.23	3.17	1.16	3.80	.05	.03	.89	.02
F	2.56	4.57	1(+) 3.46	1.31	4.04	.02	.05	.92	.01
UM M	2.47	4.40	2(+) 3.37	1.25	3.96	.03	.06	.90	.01
F	2.37	4.35	3.27	1.24	3.93	.05	.05	.89	.01
14 UL M	2.47	4.32	3.15	1.21	3.98	.02	.03	.92	.03
F	1(+) 2.60	4.11	7(-) 2.87	1.13	3.64	.02	.07	.89	.02
UM M	2.45	4.32	3.13	1(+) 1.37	3.85	0.00	.05	.96	.01
F	8(-) 2.35	4.21	8(-) 2.84	8(-) 1.07	3.85	03	.03	.91	.04
AGE			10 > 14			10 > 14			
SES	L > M								
SEX									
AGE-SES									
AGE-SEX			10M < 10F 14M > 14F	10M < 10F 14M > 14F					
SES-SEX	LM < LF MM > MF					LM > LF MM < MF			

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
ITALY	SENTENCE COMPLETION								
	I N T E R P E R S O N A L R E L A T I O N S								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Affect Positive
10 UL M	2.42	2.50	1.84	.55	8(-) 2.61	1(+) .27	.08	.65	0.00
F	2(+) 2.46	2.55	1.96	.64	2.77	.21	.15	.65	0.00
UM M	2.44	2.46	1.82	.55	2.77	.21	.12	.68	.01
F	1(+) 2.46	2.87	2.14	.75	3.02	.18	.13	.68	.01
14 UL M	2.27	2.42	1.85	.56	2.82	.22	.06	.72	0.00
F	7(-) 2.18	2.56	2.02	.68	3.11	.11	.15	.74	0.00
UM M	2.28	2.76	2.13	.75	1(+) 3.19	.20	8(-) .06	.73	.02
F	8(-) 2.13	2.69	2.19	.79	3.06	8(-) .11	1(+) .22	.66	.02
AGE	10 > 14				10 < 14	10 > 14		10 < 14	
SES		L < M	L < M	L < M	L < M				L < M
SEX			M < F	M < F		M > F	M < F		
AGE-SES									
AGE-SEX							10M < 10F 14M < 14F		
SES-SEX									

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VARIABLES	82	83	84	85	86	87	88	89	90
ITALY	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.30	2.86	1.78	.58	2.91	.14	.19	.68	
F	1(+) 2.50	2.86	2(+) 1.95	.66	3.01	.09	.27	.64	
UM M	2(+) 2.49	2.93	1(+) 2.01	.72	3.07	8(-) .09	1(+) .28	.64	
F	2.38	3.09	1.85	.69	3.04	.14	2(+) .28	.59	
14 UL M	2.22	3.44	1.66	.58	3.18	.17	8(-) .09	1(+) .74	
F	2.06	3.08	7(-) 1.59	.55	2.89	1(+) .21	.21	.58	
UM M	7(-) 2.05	3.45	8(-) 1.57	.56	3.21	.18	7(-) .10	.73	
F	8(-) 1.82	2.93	1.64	.56	2.88	.18	.25	8(-) .57	
AGE	10 > 14	10 < 14	10 > 14	10 > 14		10 < 14	10 > 14		Has No Variance
SES									
SEX					M > F		M < F	M > F	
AGE-SES	10L < 10M 14L > 14M								
AGE-SEX		10M < 10F 14M > 14F			10M < 10F 14M > 14F		10M < 10F 14M < 14F	10M > 10F 14M > 14F	
SES-SEX									

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES ITALY	91	92	93	94	95	96	97	98	99
	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.91	3.29	2.23	.80	3.12	.15	.19	.65	.01
F	2.32	3.16	2.10	.70	3.09	.11	1(+) .23	.65	.01
UM M	2.29	8(-) 3.11	2.04	.63	8(-) 2.98	.17	.21	.61	8(-) 0.00
F	2.22	3.45	2.31	.74	3.23	.14	.17	.67	.01
14 UL M	2.10	1(+) 3.86	2.28	.81	1(+) 3.50	.13	8(-) .10	.74	.03
F	2.26	5.59	2.28	.75	3.22	.09	.20	.65	1(+) .07
UM M	2.16	3.55	2.01	.65	3.37	.13	.14	.69	.04
F	1.92	3.32	2.09	.67	3.15	.13	.18	.64	.05
AGE		10 < 14			10 < 14		10 > 14		10 < 14
SES				L > M					
SEX									
AGE-SES	10L < 10M 14L > 14M								
AGE-SEX					10M < 10F 14M > 14F			10M < 10F 14M > 14F	
SES-SEX	LM < LF MM > MF								

VARIABLES ITALY	100	101	102	103	104	105	106	107
	SENTENCE COMPLETION							
	A G G R E S S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	3.14	1(+) 2.17	2(+) .44	2.82	.36	.02	1(+) .62	
F	2.60	3(+) 1.84	.35	2.70	.36	.08	.56	
UM M	1(+) 3.26	2(+) 2.05	1(+) .49	2.56	.48	.06	.48	
F	2.60	1.78	.32	2.65	.40	.05	.55	
14 UL M	2.68	8(-) 1.30	8(-) .11	2.23	.50	.09	8(-) .41	
F	2.43	1.42	.19	2.51	.41	1(+) .17	.42	
UM M	2.97	7(-) 1.33	7(-) .18	2.40	.53	8(-) .02	.45	
F	8(-) 2.31	6(-) 1.36	.23	2.55	.39	.07	.54	
AGE	10 > 14	10 > 14	10 > 1	10 > 14		10 < 14	10 > 14	
SES						L > M		
SEX	M > F				M > F	M < F		
AGE-SES						10L = 10M 14L > 14M	10L > 10M 14L < 14M	
AGE-SEX		10M > 10F 14M < 14F	10M > 10F 14M < 14F					
SES-SEX								

Res ds Variance

FIGURE 9
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
ITALY	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.35	3.15	2.19	.70	3.00	.19	.11	.70	.00
F	1(+) 2.49	3.12	2.24	.74	3.09	.14	1(+) .17	.69	.00
UM M	2(+) 2.45	3.17	2.23	.73	3.06	.17	.16	.67	8(-) .00
F	2.39	3.27	1(+) 2.27	.77	3.17	.17	.15	.68	.01
14 UL M	2.29	3.34	2.06	.68	3.17	.19	8(-) .07	.73	.01
F	2.25	3.15	8(-) 2.06	.68	3.08	.15	.16	.67	.02
UM M	7(-) 2.24	3.40	2.06	.75	3.26	.19	7(-) .07	.73	.01
F	8(-) 2.07	3.12	2.06	.70	3.12	.15	2(+) .17	.67	1(+) .02
AGE	10 > 14		10 > 14				10 > 14		10 < 14
SES	L > M								
SEX						M > F	M < F	M > F	
AGE-SES	10L = 10M 14L > 14M								
AGE-SEX	10M < 10F 14M > 14F	10M < 10F 14M > 14F			10M < 10F 14M > 14F		10M < 10F 14M < 14F	10M = 10F 14M > 14F	
SES-SEX	LM < LF MM > MF								

VARIABLES	117	118	119	120	233
ITALY	SENTENCE COMPLETION				
	TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2.24	2.42	2.29	2.36	-.11
F	2.22	2.36	2.23	2.39	7(-) -.42
UM M	1(+)2.70	1(+) 2.46	1(+) 2.63	1(+) 2.52	.10
F	2.15	2.45	2.27	2.33	2(+) .42
14 UL M	2.20	2.40	2.21	2.39	8(-) -.71
F	8(-)1.96	8(-) 2.04	2.04	8(-) 1.96	-.16
UM M	2.24	2.34	2.21	2.37	1(+) .68
F	1.99	2.20	8(-) 2.00	2.21	.17
AGE	10 > 14	10 > 14	10 > 14	10 > 14	
SES					L < M
AGE	M > F	M > F	M > F	M > F	
AGE-SES			10L < 10M 14L > 14M		
AGE-SEX		10M > 10F 14M > 14F		10M > 10F 14M > 14F	
SES-SEX					

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
ITALY	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.78	1.43	2.16	1.39	2.14	2.16	2.31	1.99	18.76
F	1.79	1.27	2.00	1.13	1.88	1.90	2.25	1.65	17.25
UM M	1.71	1.42	2.35	1.35	2.08	2.13	2.44	2.00	18.94
F	1.77	1.15	2.17	1.21	2.15	2.00	2.13	1.83	17.26
14 UL M	1.72	1.58	2.58	1.60	2.48	2.48	2.52	2.00	20.76
F	1.57	1.13	2.30	1.45	2.23	2.21	2.17	1.83	19.13
UM M	1.72	1.46	2.48	1.57	2.28	2.11	2.41	1.80	19.20
F	1.73	1.41	2.55	1.53	2.29	2.34	2.55	1.76	20.43
AGE			10 < 14	10 < 14	10 < 14		10 < 14		10 < 14
SES									
SEX		M > F						M > F	
AGE-SES									
AGE-SEX									
SES-SEX									

VARIABLES	130	131	132	133	134	135	136	137	138
ITALY	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	8(-)41.78	.12	.22	.43	.82	1.92	1.69	2.65	1.73
F	53.85	.15	.25	8(-) .31	.77	1.98	2(+)1.90	1(+)3.00	1.84
UM M	54.42	.15	.25	.54	.92	1.98	1(+)1.92	2(+)2.96	1.88
F	63.94	.32	.32	.55	.81	1.92	1.88	2.90	1.79
14 UL M	7(-)53.20	.22	8(-) .20	.50	.84	1.98	1.86	2.84	1(+)2.00
F	2(+)70.15	.26	.45	.72	.93	1.90	1.59	7(-)2.49	1.92
UM M	59.35	.22	.39	.65	.93	1.81	8(-)1.40	8(-)2.40	8(-)1.70
F	1(+)75.88	.41	1(+) .55	1(+)1.02	1.00	1.92	7(-)1.57	2.63	1.94
AGE	10 < 14	10 < 14	10 < 14	10 < 14			10 > 14	10 > 14	
SES	L < M			L < M					
SEX	M < F	M < F	M < F						
AGE SES									
AGE-SEX				10M > 10F 14M < 14F			10L < 10M 14L > 14M		10L < 10M 14L > 14M
SES-SEX									

FIGURE 1
ITALY - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
ITALY	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	2.55	1.76	2.35	2.29	20.96	8(-)45.22	.35	8(-) .27	1.18	1.06
F	1(+)2.90	1.96	2.47	8(-)2.20	1(+)22.59	7(-)54.47	.35	.41	.82	1.35
UM M	2.73	1.84	2.33	2.33	21.90	57.59	.22	.31	.69	1.31
F	2.69	1(+)2.10	2.29	2.42	21.83	2(+)65.52	.46	1(+) .73	1.25	1.15
14 UL M	2.67	1.92	2.57	2.63	22.59	54.82	.41	.39	1.14	1.10
F	2.33	1.88	2.63	1(+)2.67	21.49	62.98	.35	.43	1.02	1.12
UM M	8(-)2.02	8(-)1.49	2.36	2.49	8(-)19.40	61.11	.38	.55	1.02	1.19
F	2.20	1.82	2.61	2.53	21.53	1(+)75.04	.37	.39	1.04	1.18
AGE	10 > 14	10 > 14	10 < 14	10 < 14		10 < 14				
SES	L > M					L < M				
SEX		M < F				M < F				
AGE-SES	10L = 10M 14L > 14M	10L < 10M 14L > 14M		10L < 10M 14L > 14M	10L < 10M 14L < 14M					
AGE-SEX								10M < 10F 14M > 14F		
SES-SEX									1M > 1F MM < MF	

VARIABLES	149	150	151	152	153	154	155	156	157
ITALY	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	8(-)1.51	.70	1.13	.85	1.15	1.13	1.79	8(-)1.81	8(-)11.53
F	1.88	8(-) .54	8(-)1.04	8(-) .71	1.00	1.02	2.21	1.96	7(-)11.60
UM M	1.80	.80	1.16	.92	.98	1.08	1.90	1.94	12.22
F	1.92	.73	1.23	.73	1.13	1.17	2.15	2.10	12.04
14 UL M	1(+)1.96	.98	1.62	1.19	1.43	1.32	1.96	2.15	14.77
F	1.88	1(+)1.22	1.92	1(+)1.45	1.49	1.49	2.08	2.06	2(+)16.73
UM M	1.74	.78	1.26	.89	8(-) .83	8(-) .74	2.07	1.96	11.93
F	1.64	1.04	1(+)1.98	1.28	1(+)1.96	1(+)2.02	2.17	1(+)2.23	1(+)16.91
AGE		10 < 14	10 < 14	10 < 14	10 < 14	10 < 14		10 < 14	10 < 14
SES									
SEX					M < F	M < F	M < F	M < F	M < F
AGE-SES	10L < 10M 14L > 14M								
AGE-SEX	10M < 10F 14M > 14F	10M > 10F 14M < 14F		10M > 10F 14M < 14F	10M = 10F 14M < 14F	10M = 10F 14M < 14F			10M > 10F 14M < 14F
SES-SEX					1M > 1F MM < MF	1M < 1F MM < MF			

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
ITALY	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	8(-)45.17	.09	1(+) .96	1(+)1.77	.51	1.86	1.88	2.90	1.65
F	6(-)55.40	.08	8(-) .31	7(-) .56	8(-) .44	1.96	1.81	2.83	1.48
UM M	7(-)51.02	.02	.41	.67	.55	1.96	1.90	2.85	1.52
F	3(+)66.08	.21	.65	2(+)1.19	7(-) .46	1.96	1.80	2.80	1.43
14 UL M	57.26	.06	.47	.79	.74	1.92	1.94	2.92	1.39
F	2(+)70.12	.06	.59	1.00	1(+) .90	1.94	1.73	2.69	1.33
UM M	58.93	.02	.35	8(-) .50	.57	1.89	1.93	2.91	1.43
F	1(+)80.30	.11	.49	.81	2(+) .89	1.94	1.96	2.94	1.50
AGE	10 < 14			10 > 14	10 < 14				10 > 14
SES	L < M			L > M					
SEX	M < F	M < F					M > F		
AGE-SES									
AGE-SEX			10M > 10F 14M < 14F	10M > 10F 14M < 14F	10M > 10F 14M < 14F				
SES-SEX		LM = LF MM < MF	LM > LF MM < MF	LM > LF MM < MF					

VARIABLES	167	168	169	170	171	172	173	174	175	176
ITALY	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	2(+)2.71	2.55	2.33	1.82	22.41	8(-)47.82	.29	.55	1.37	1.51
F	1(+)2.75	2(+)2.63	2.23	8(-)1.58	21.29	60.27	.08	.73	1.10	1.29
UM M	3(+)2.67	2.44	2.58	1.92	1(+)22.58	7(-)56.23	.23	8(-) .50	8(-) .92	1(+)1.67
F	2.63	1(+)2.63	2.26	1.78	21.37	2(+)71.39	.24	.61	1.07	1.43
14 UL M	6(-)2.06	6(-)1.90	2.45	1.88	20.63	6(-)56.24	.20	.67	.94	1.37
F	8(-)1.43	8(-)1.37	2.47	1(+)2.08	8(-)18.98	3(+)70.96	.24	.96	1.43	1.41
UM M	7(-)2.05	7(-)1.89	2.30	2.02	20.61	57.66	.23	.73	1.11	1.55
F	2.67	3(+)2.63	2.19	1.79	21.58	1(+)82.02	.31	1(+)1.23	1(+)1.73	8(-)1.23
AGE	10 > 14	10 > 14		10 < 14	10 > 14	10 < 14		10 < 14		
SES	L < M	L < M				L < M				
SEX						M < F		M < F	M < F	M > F
AGE-SES	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L < 10M 14L > 14M							
AGE-SEX									10M > 10F 14M < 14F	
SES-SEX	LM > LF MM < MF	LM > LF MM < MF								

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
ITALY	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1.86	1.78	2.73	1.51	1(+)2.65	2.80	2.47	2.10	21.63
F	1(+)1.96	1.61	2.51	8(-)1.14	8(-)1.69	2.47	2.18	1.96	8(-)18.27
UM M	1.93	1.89	2.93	1(+)1.70	2.57	2.85	2.24	2.17	1(+)21.98
F	1.94	1.54	2.40	1.27	1.98	2.25	2.25	2.19	18.79
14 UL M	1.82	1.86	2.82	1.41	1.94	2.45	2.41	2.06	19.84
F	1.82	1.82	2.82	1.27	1.94	2.65	2.59	2.15	20.51
UM M	1.80	1.78	2.73	1.27	2.22	2.56	2.44	2.16	20.11
F	8(-)1.63	1.71	2.60	1.44	2.02	2.54	2.31	2.15	19.33
AGE	10 > 14								
SES									
SEX		M > F	M > F	M > F	M < F				M > F
AGE-SES									
AGE-SEX				10M > 10F 14M < 14F	10M > 10F 14M > 14F	10M > 10F 14M < 14F			10M > 10F 14M > 14F
SES-SEX									

VARIABLES	186	187	188	189	190	191	192	193	194
ITALY	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	51.90	.18	8(-) .27	.84	1.12	1.44	1.40	2.25	1.38
F	53.16	.14	.45	.73	88	8(-)1.02	8(-)1.17	8(-)1.75	8(-)1.08
UM M	48.04	.13	.55	.61	1(+)1.22	1(+)1.70	1.40	2.17	1.40
F	2(+)62.33	.17	.63	.92	8(-) .83	1.49	1.38	2.18	1.38
14 UL M	7(-)47.27	.06	.31	8(-) .39	1.08	1.49	1.61	2.37	1.45
F	49.55	.10	.45	.61	1.12	1.57	1(+)1.84	1(+)2.78	1(+)1.65
UM M	8(-)46.42	.13	.47	1(+)1.07	1.11	1.63	1.60	2.67	1.58
F	1(+)65.40	.10	1(+) .69	1.00	1.02	1.40	1.54	2.50	1.48
AGE							10 < 14	10 < 14	10 < 14
SES	L < M		L < M	L < M		L < M			
SEX	M < F		M < F		M > F	M > F			
AGE-SES				10L = 10M 14L < 14M		10L < 10M 14L > 14M			
AGE-SEX					10M > 10F 14M > 14F				
SES-SEX	LM < LF MM < MF								

FIGURE 1
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES ITALY	195	196	197	198	199	200	201	202	203	204
	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	2.08	1.79	2.13	1.75	18.25	6(-)52.73	.10	8(-) .40	.77	1.15
F	1.71	8(-)1.48	2.33	1.77	8(-)15.85	57.92	.10	.65	1.13	8(-) .81
UM M	2.17	1.98	2.57	2.09	19.45	7(-)51.04	.06	.49	.81	1.32
F	2.04	1.87	2.29	1.78	18.11	2(+)68.53	.02	.84	1.20	1.13
14 UL M	1.84	1.71	2.37	2.08	18.88	8(-)49.12	.05	.45	8(-) .71	1.31
F	2.02	1.92	2.45	1.86	1(+)20.63	3(+)65.39	.02	.84	1.35	1(+)1.45
UM M	2.42	1(+)2.21	2.40	1.91	20.33	57.42	.07	.51	1.26	1.33
F	2.35	1.90	2.33	1.96	19.04	1(+)72.06	.04	1(+)1.19	1(+)1.77	.98
AGE					10 < 14				10 < 14	10 < 14
SES	L < M	L < M				L < M		L < M	L < M	
SEX						M < F		M < F	M < F	M > F
AGE-SES										10L < 10M 14L > 14M
AGE-SEX										
SES-SEX										

VARIABLES ITALY	205	206	207	208	209	210	211	212	213
	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	8(-)1.92	1.92	2.86	1.16	2.73	2.27	2.55	2.49	20.65
F	1.71	1.85	2.60	1.02	2.52	2.10	2.38	2.40	19.94
UM M	1.92	8(-)1.96	1(+)2.90	1.24	1(+)2.78	2.27	2.80	2.63	1(+)22.78
F	1.83	1.87	2.80	1.07	2.61	2.28	2.61	2.54	20.80
14 UL M	1.71	1.76	2.56	1.07	2.42	2.00	2.53	2.47	19.98
F	1.85	1.85	2.83	1.13	2.60	2.06	2.65	2.46	21.23
UM M	1.87	1.81	2.81	1(+)1.26	2.60	1(+)2.32	2.55	2.28	21.11
F	1(+)1.44	1(+)1.46	8(-)2.13	8(-) .90	8(-)1.77	8(-)1.63	2.35	2.44	8(-)16.69
AGE	10 > 14	10 > 14	10 > 16		10 > 14	10 > 14			10 > 14
SES									
SEX	M > F		M > F	M > F	M > F	M > F			M > F
AGE-SES			10L < 10M 14L > 14M		10L < 10M 14L > 14M		10L < 10M 14L > 14M		10L < 10M 14L > 14M
AGE-SEX									
SES-SEX	LM > LF MM > MF	LM = LF MM > MF	LM = LF MM > MF	LM > LF MM > MF	LM = LF MM > MF				LM < LF MM > MF

FIGURE I
ITALY - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
ITALY	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instrumentality	MEAN Stance	MEAN Engagement	MEAN Initiation	MEAN Aid/Advice
10 UL M	46.43	.08	.20	7(-) .41	1.33	1.75	1.55	2.39	1.38
F	52.58	.19	.44	.73	1.29	1.76	8(-)1.45	8(-)2.25	8(-)1.20
UM M	8(-)43.08	.08	8(-) .16	8(-) .24	1(+)2.06	1(+)1.86	1.61	2.47	1.43
F	2(+)57.37	.33	.28	.67	1.37	1.83	1.47	2.35	7(-)1.27
14 UL M	7(-)46.29	.24	.33	.62	1.76	1.79	1(+)1.65	2.52	2(+)1.45
F	54.29	.35	.48	2(+)1.04	2(+)2.00	1.79	1.60	1(+)2.54	1(+)1.45
UM M	46.96	.17	.34	.81	7(-)1.21	1.77	1.52	2.44	1.37
F	1(+)72.13	.23	1(+) .71	1(+)1.10	8(-)1.06	8(-)1.67	1.53	2.48	1.44
AGE	10 < 14		10 < 14	10 < 14				10 < 14	10 < 14
SES	L < M				L > M				
SEX	M < F	M < F	M < F	M < F			M > F		M > F
AGE-SES	10L = 10M 14L < 14M				10L < 10M 14L > 14M 10M > 10F 14M < 14F	10L < 10M 14L > 14M	10L < 10M 14L > 14M		
AGE-SEX									10M > 10F 14M < 14F
SES-SEX	LM < LF MM < MF				LM < LF MM > MF				

VARIABLES	223	224	225	226	227	228	229	230	231	232
ITALY	STORY COMPLETION									
	MEAN Solver	MEAN Implementation	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instrumentality
10 UL M	2.29	2.07	2.28	2.03	19.29	8(-)47.39	.16	.41	.97	1.07
F	2.07	1.94	2.29	8(-)1.93	18.14	55.40	.16	.46	.77	8(-) .98
UM M	2.28	2.07	2.40	2.15	19.90	7(-)51.53	8(-) .13	8(-) .35	8(-) .64	1(+)1.29
F	2.17	2.04	2.28	2.10	18.56	2(+)65.15	1(+) .25	.58	.98	7(-)1.02
14 UL M	2.11	1.96	2.39	1(+)2.16	19.60	6(-)52.04	.18	.41	.73	1.16
F	2.00	1.93	2.47	2.16	19.78	3(+)63.34	.19	.60	1.02	2(+)1.26
UM M	2.04	1.88	2.35	2.08	18.83	55.47	.18	.48	.91	1.11
F	2.18	2.11	2.36	2.12	19.36	1(+)74.64	.22	1(+) .75	1(+)1.21	1.05
AGE	10 > 14		10 < 14	10 < 14		10 < 14		10 < 14	10 < 14	
SES						L < M		L < M		
SEX						M < F	M < F	M < F	M < F	M > F
AGE-SES				10L < 10M 14L > 14M					10L > 10M 14L < 14M	10L < 10M 14L > 14M
AGE-SEX					10M > 10F 14M < 14F				10M < 10F 14M < 14F	10M > 10F 14M < 14F
SES-SEX						LM < LF MM < MF	LM = LF MM < MF		LM < LF MM < MF	LM = LF MM > MF

FIGURE 2
ITALY - STAGE III

ITALY

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	10 Year Olds U.L.F.	10 Year Olds U.M.M.	10 Year Olds U.M.F.	14 Year Olds U.L.M.	14 Year Olds U.L.F.	14 Year Olds U.M.M.	14 Year Olds U.M.F.
1.	Intell.S. 8.90	Intell.S. 8.60	Intell.S. 8.63	Intell.S. 8.87	Intell.S. 8.67	Intell.S. 8.83	Prestige 8.89	Intell.S. 8.85	Father 9.37	Intell.S. 9.21	Success 8.71	Assoc. 9.34	Intell.S. 8.93	Intell.S. 8.64
2.	Creat. 8.33	Assoc. 8.26	Self-Sat. 8.18	Self-Sat. 8.28	Creat. 8.41	Self-Sat. 8.49	Intell.S. 8.85	Prestige 8.42	Intell.S. 8.70	Self-Sat. 8.86	Economic 8.57	Surround. 9.19	Prestige 8.53	Assoc. 8.64
3.	Self-Sat. 8.30	Self-Sat. 8.16	Success 8.12	Creat. 8.11	Prestige 8.32	Assoc. 8.25	Creat. 8.75	Success 8.11	Creat. 8.66	Creat. 8.25	Security 8.39	Intell.S. 8.62	Economic 8.30	Self-Sat. 8.54
4.	Prestige 8.19	Success 7.96	Prestige 8.09	Prestige 7.76	Success 8.24	Surround. 8.05	Success 8.28	Self-Sat. 8.05	Self-Sat. 8.26	Altruism 7.67	Intell.S. 8.19	Self-Sat. 8.50	Creat. 8.26	Surround. 8.16
5.	Success 7.77	Creat. 7.71	Creat. 7.94	Success 7.60	Economic 8.16	Creat. 7.64	Self-Sat. 8.04	Economic 7.96	Prestige 8.11	Assoc. 7.62	Self-Sat. 8.12	Indep. 7.78	Success 7.91	Indep. 8.14
6.	Economic 7.49	Surround. 7.69	Economic 7.89	Assoc. 7.46	Self-Sat. 7.97	Prestige 7.53	Economic 7.81	Creat. 7.67	Success 8.06	Surround. 7.41	Creat. 7.97	Security 7.49	Self-Sat. 7.46	Success 7.83
7.	Altruism 7.23	Prestige 7.67	Assoc. 7.61	Economic 7.27	Altruism 7.18	Success 7.49	Altruism 6.83	Surround. 7.43	Economic 7.96	Father 7.36	Assoc. 7.84	Altruism 7.47	Indep. 7.28	Creat. 7.25
8.	Surround. 6.89	Economic 7.67	Surround. 7.41	Altruism 7.21	Assoc. 6.82	Indep. 7.24	Variety 6.71	Assoc. 7.41	Altruism 7.78	Prestige 7.34	Prestige 7.76	Success 7.39	Assoc. 7.22	Prestige 7.07
9.	Variety 6.84	Indep. 7.42	Security 7.10	Surround. 7.17	Surround. 6.53	Variety 7.12	Surround. 6.62	Variety 7.13	Assoc. 6.36	Variety 7.24	Altruism 6.93	Creat. 7.37	Altruism 7.17	Security 6.98
10.	Assoc. 6.81	Security 7.10	Altruism 6.97	Father 6.97	Security 6.47	Altruism 7.00	Manage. 6.51	Altruism 6.65	Variety 6.29	Indep. 6.75	Indep. 6.46	Prestige 7.30	Surround. 7.00	Variety 6.80
11.	Father 6.69	Altruism 6.95	Variety 6.87	Indep. 6.86	Variety 6.40	Economic 7.00	Security 6.12	Security 6.42	Surround. 6.10	Success 6.61	Surround. 6.41	Variety 7.30	Variety 6.28	Economic 6.58
12.	Security 5.97	Variety 6.68	Indep. 6.47	Variety 6.65	Father 6.28	Security 6.59	Father 6.06	Manage. 6.41	Manage. 5.95	Economic 6.25	Variety 6.33	Economic 7.21	Manage. 6.21	Altruism 6.22
13.	Manage. 5.96	Manage. 5.70	Manage. 6.07	Security 5.96	Manage. 6.17	Manage. 5.49	Assoc. 5.86	Indep. 6.28	Security 5.86	Security 5.48	Manage. 6.01	Manage. 5.34	Father 6.13	Manage. 5.25
14.	Indep. 5.91	Father 3.98	Esthet. 3.94	Manage. 5.60	Indep. 6.09	Father 4.40	Indep. 5.36	Esthet. 4.22	Indep. 5.27	Manage. 4.98	Esthet. 3.76	Esthet. 3.46	Security 5.52	Father 5.01
15.	Esthet. 3.69	Esthet. 3.48	Father 3.71	Esthet. 3.23	Esthet. 3.29	Esthet. 3.89	Esthet. 4.31	Father 3.99	Esthet. 2.27	Esthet. 3.97	Father 3.55	Father 1.24	Esthet. 2.80	Esthet. 3.89

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

ITALY

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

Stage III data supported the hypothesis as the upper-middle class children showed significantly higher Educational Aspiration than did the upper-lower class children. Stage I data, also, supported the hypothesis; therefore it can be considered to have been completely verified.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

This hypothesis was completely supported in Stage III. The upper-middle class children scored higher on the Raven, both Mathematics and Reading Achievements and on Grade Point Average.

In Stage I, also, the hypothesis was completely supported by the data of all four measures. Therefore, the hypothesis was completely accepted.

> Females will have higher Achievement scores than will males.

In Stage III there were no Sex differences on any of the Achievement measures. There, also, were no significant Sex differences in Stage I. Therefore the hypothesis must be completely rejected.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was verified in Stage III data. It was also verified in Stage I data. Therefore there was complete support for the hypothesis in both studies.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

Stage III data supported this hypothesis. However, there was no support for the hypothesis in Stage I data. Therefore, overall, only very tentative support for the hypothesis was observed.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will upper-lower class children.

This hypothesis was supported in Stage III as the upper-lower class had significantly larger discrepancy scores than did the upper-middle class. This hypothesis was also supported by Stage I data where the same finding was observed. Therefore the hypothesis may be considered to have been completely verified.

> Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Three out of the fifteen Occupational Values showed significant social class differences in Stage III data. This was not considered to be sufficient support for the hypothesis. In Stage I, seven of the fifteen values showed significant social class differences, which gave partial verification to the hypothesis. Considering both findings together, the hypothesis should be rejected except for Esthetics and Security (favored by the upper-lower class) and Follow Father (favored by the upper-middle class).

> Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis cannot be supported by Stage III results. There were no social class differences on the Total Extrinsic or Intrinsic scores, and the upper-lower class did not choose significantly more often any of the individual Extrinsic values. Stage I data also completely failed to verify the hypothesis. Therefore it must be rejected.

> Males will have a higher objective Occupational Expectation level than will females.

Stage III data supported this hypothesis, as well as did Stage I data. Therefore the hypothesis was considered to have been verified.

> Males will have a higher objective Occupational Aspiration level than will females.

Stage III data supported this hypothesis, as well as did Stage I data. Therefore the hypothesis was considered to have been verified.

Males will prefer different Occupational Values than will females.

Of the fifteen Occupational Values, ten showed significant Sex differences in Stage III data. In Stage I, nine of the fifteen values showed significant Sex differences. Therefore the hypothesis was moderately well verified in both studies, especially for the Extrinsic values.

Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis could not be supported by Stage III data involving individual values as females scored significantly higher than males on only one Intrinsic value (Independence), while males scored significantly higher on three of these values. However, the females received a significantly higher score on the Total Intrinsic scale, thus lending support to the hypothesis. Females also received a significantly higher score on the Total Intrinsic scale in Stage I. Therefore, the hypothesis must be considered to have been verified.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

Males received a significantly higher Total Extrinsic score than did females in Stage III, though they scored higher than females on only three of the seven individual Extrinsic values. This hypothesis was supported by Stage I data. So, overall, it may be considered to have been verified.

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

Stage III Social Attitudes Inventory data failed to support the hypothesis, though there was fairly good support for the hypothesis from the Stage I Social Attitudes Inventory instrument.

Turning next to the Stage III Sentence Completion data, only eight of the forty-eight Coping Style dimensions showed significant social class differences. In Stage I, only three of thirty-two Coping Style variables showed significant social class differences. Thus, the hypothesis for social class differences in Coping Style must be rejected, considering Sentence Completion data.

Turning finally to the Story Completion, out of one hundred four Stage III Coping Style variables, twenty-one showed significant social class differences. In Stage I there were no significant social class differences on the Story Completion. Thus, Story Completion data also did not adequately support the hypothesis which must, overall, be rejected.

Males will demonstrate a different style of coping than will females.

On the Stage III Social Attitudes Inventory, there were significant Sex differences on four of the six scales. However, in Stage I there was only one significant Sex difference. Thus the Social Attitudes Inventory data lent only partial support to the hypothesis.

Turning next to the Sentence Completion instrument, out of forty-eight Coping Style variables, twelve showed significant Sex differences. In Stage I, of the thirty-two Coping Style variables, seventeen showed significant Sex differences. Considering both studies together, there was only very moderate support for the hypothesis when Sentence Completion data was considered.

Turning finally to Story Completion, out of one hundred four Coping Style variables, forty-six showed significant Sex differences. In the Stage I Story Completion instrument, three out of nine differences were significant. Thus the best evidence for this hypothesis was obtained from Stage III Story Completion, though Stage I Sentence Completion also gave moderate support. Overall, the hypothesis received only moderate support and its acceptance should be with reservation.

The differences in the style of coping between the males and the females will be consistent across all five behavior areas studied.

Looking first at the Sentence Completion, there was some consistency in the females' greater score (three out of five times) on Depressive Affect, and the males' greater score (twice) on Hostile Affect. None of the other Stage III Coping Style dimensions showed any consistency across areas in the Stage III Sentence Completion. In Stage I, there was a fair support for Stance, with the males excelling the females in two areas, and for Engagement where males also excelled in two areas. Note that the consistency was not in the same dimensions in the two studies, thus one must question the validity of this consistency from Sentence Completion data.

Turning finally to Story Completion, for Engagement the males excelled the females in three out of seven stories. Also on three out of seven stories the males excelled the females on Instrumentality. On Response Length the females received higher scores on all seven stories. Also, on the various Affect dimensions the females scored significantly higher on six of the seven stories. Thus, the hypothesis was confirmed in Stage III (for Story Completion) only for Engagement, Instrumentality, Response Length, and the Affect dimensions. The hypothesis could not be tested with Stage I Story Completion data as only a mean score was obtained for the Coping Style dimensions. There was little or no consistency observed across instruments, or from one study to another. Therefore, to decide that the hypothesis was verified from the consistencies observed would be a questionable assumption.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

Looking first at the Sentence Completion instrument, the upper-middle class excelled on Coping Effectiveness only once in Stage III. In Stage I, there were no social class differences in the Sentence Completion, thus the Sentence Completion data did not support the hypothesis.

Looking next at the Story Completion, none of the Stage III stories showed any social class differences in Coping Effectiveness. Also, in Stage I, in only one story did the upper-middle class children excel. Thus the hypothesis was not supported by Story Completion data as it was not with Sentence Completion data. Therefore this hypothesis must be rejected.

MILAN INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and the Achievement Criterion Measures.

All of the relationships among the Achievement measures and between Aptitude and all Achievement measures were significant in the predicted direction, at both age levels. The relationships between Aptitude and Achievement were not studied in Stage I, thus there were more significant differences present in Stage III.

Since all correlations were significant at both age levels and in both Stage I and Stage III, there are no differences of note to discuss.

The highest correlations at age ten in both Stages I and III were those between GPA and Reading Achievement (.50 in Stage I and .55 in Stage III). The same correlation at age fourteen was much greater in Stage I than in Stage III (.65 in Stage I and .39 in Stage III).

The largest discrepancy between the ten-year-old and the fourteen-year-old sample, in both Stage I and Stage III, lies in the relationship between Reading scores and GPA. The variables which correlated most poorly in both stages were Mathematics with GPA, at both age levels. Reading Achievement appears, in both Stage I and Stage III to be the best predictor of classroom grades.

In general it may be concluded that the hypothesis was completely confirmed at both age levels in both Stages I and III.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

The hypothesis was completely confirmed at both age levels in both stages with one exception concerning the variables Aggression in Stage I and Anxiety in Stage III. In both studies only few correlations did not reach significance.

In Stage I the correlations ranged between .10 (GPA with Aggression) and .69 (GPA with Academic Task Achievement), in Stage III they ranged between .14 (GPA with IPR) and .55 (GPA with Academic Task Achievement).

There were no BRS Total scores in Stage III, but in Stage I the relationship between BRS Total scores and GPA was quite high (.66) at age ten, and non significant at age fourteen.

Summary and Interpretations

Both studies indicate that Reading Achievement is a better predictor of GPA than Math. Most BRS items appear to be also good predictors of Grade Point Average at both age levels. In Stage I, Academic Task Achievement, BRS Total, Authority, Aggression and Anxiety were highly correlated with teachers' grades for the ten-year-olds. In Stage III, for both age levels, almost all classroom behaviors being rated by the peers were also related to those behaviors used by the teachers in evaluating the child's school performance. It is interesting to note here that the only BRS items not consistently correlated with GPA (and other Achievement measures) are those items which are related most indirectly to academic performance (i.e., Anxiety control, Aggression and general Self-Assertiveness).

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

The hypothesis does not work well; in both Stages I and III there were many negative correlations.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

The hypothesis does not work well; in both stages there is a remarkable number of negative correlations.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Values.

As was expected, the relationships among the Intrinsic and Extrinsic Occupational values are negative. The two studies presented more similar results in the expected direction. There was a similarity between the two studies concerning the relationships between Management and Economic Returns, which are related positively for both age levels.

Very large and negative, as expected, are the correlations between Total Intrinsic and Total Extrinsic values (-1.0, -.64 in Stage I and -1.0, -1.0 in Stage III). These were an artifact, however.

Thus, although the internal reliability of either the "Intrinsic" or "Extrinsic" cluster is probably too low to regard these as psychometrically usable dimensions with the Italian children, a factor analysis of the fifteen items is indicated, to determine which values, if any, these children do systematically view as related.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

As was expected, the relationships among the three status level measures are very large and positive at both age levels ranking between .28 and .67.

In Stage I the hypothesis was confirmed with correlations ranking between .30 and .66.

In both stages and for both age levels the strongest relationship was that one between Occupational Aspiration and Occupational Expectation. The lowest correlation, in both studies, was that one between Educational Aspiration and Occupational Aspiration.

Hypothesis 7: There will be a positive relationship between the two Occupational Interest Discrepancy measures.

The correlation between the two Occupational Interest Discrepancy measures was significant in the expected direction.

Due to the lack of some Occupational Interest items in Stage III and different scoring systems used in Stage I and Stage III we cannot compare the results of the data, relating to Hypothesis 7, of the two studies.

Summary and Interpretation

The conceptual distinction between Extrinsic and Intrincis values within the occupational motivations does not seem to be available if we take into consideration the results of the data relating to Hypotheses 4 and 5. There is probably an interchange of extrinsic elements in the Intrinsic Occupational values and vice versa so the distinction between Extrinsic and Intrinsic does not work well.

Stage I results were similar and we proposed to cut off such distinction in Stage I Intra-Country Report of Significant Correlations.

Hypothesis 8: There will be positive relationships among the SAI Good Coping measures across the five behavior areas.

The relationships among the SAI Good Coping measures across the five behavior areas were large and significant in the expected direction. Furthermore, the hypothesis appears to be strongly supported, at both age levels, as far as SAI Total scores are concerned.

Due to the different scoring systems used in Stage I and Stage III we cannot compare the two studies' results.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" Response measures across the twenty subsyndromes plus the Total Score.

The hypothesis was poorly supported. Only few correlations were significant in the expected direction and the rank of the correlations was very low.

Hypothesis 10: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across the different behavior areas.

The hypothesis was very weakly supported. The number and consistancy of the significant relationship was not very relevant.

The Total Stance score was largely defined by Stance in the different behavior areas. The same kind of results were found in Stage I data; few significant positive relationships and low rank of correlations, except for Total Stance score, which also appeared to be largely defined by Stance in the different areas.

Hypothesis 11: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

The hypothesis seems to be fairly well confirmed in Stage III data. The correlations among the Engagement measures in the five areas were generally low, ranking between .15 and .31. In Stage I the hypothesis was poorly supported. Totals: both the ten- and the fourteen-year-old samples showed a strong correlation between the different Engagement scores and the Total Engagement score.

The Total Engagement scores seem to be largely defined by Engagement in the Task Achievement behavior area, followed by Interpersonal Relations, Anxiety, Authority, and Aggression. On the whole, Total Score relationships with the Engagement scores were quite similar in Stage I.

In conclusion, except for the number and strength of correlations, the weighing of the phenomenon is quite similar in the two studies.

Hypothesis 12: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

The hypothesis was quite well confirmed, at age ten more than at age fourteen. The strength of correlations was generally low, ranking between .14 and .32.

Totals: both the ten- and the fourteen-year-old samples got a strong correlation between the different Aid/Advice scores and the Total Engagement score. The Total Aid/Advice score seemed to be largely defined by Aid/Advice in the Aggression area, in the Authority area and in the Anxiety area, and more poorly by the Aid/Advice in the Interpersonal Relations and Task Achievement areas.

No comparison is possible with Stage I data as Aid/Advice is a new variable.

Hypothesis 13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

The hypothesis was supported fairly well at both age levels.

Most of the correlations among the Coping Effectiveness measures in the five areas were generally low, ranging between .14 and .35.

The same general situation existed in the previous Stage I Intra-Country matrix, as well, with a good number of the correlations showing significant relationships in the expected direction.

Totals: both the ten- and the fourteen-year-old samples showed the same general relationships between the component Coping Effectiveness scores and the Total Coping Effectiveness scores. The Total Coping Effectiveness scores were largely defined by Coping Effectiveness in the Interpersonal Relations area, in the Authority area and in the Anxiety area.

In conclusion, the hypothesis was supported at both age levels, and in both Stage I and Stage III.

Hypothesis 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

As would be expected, all of the relationships among the Coping Style Dimension Total scores and Coping Effectiveness Total score were large and significant in the predicted direction at both age levels. The relationship between totals was not studied in Stage I, thus there are

more significant relationships present in Stage III. Since all correlations were significant at both age levels, there are no differences of note to discuss.

The highest correlations at both age levels were those between Total Aid/Advice and Total Engagement (.93/.92). The greatest age discrepancy between Total Coping Effectiveness and Total Engagement: in this case the relationship was much greater at age ten than at age fourteen.

The strength of correlations was noticeable, ranging between .57 and .93.

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and Attitude Total Score across behavior areas.

In Stage III, only two of the six correlations for both age levels, among the Sentence Completion Attitude measure scales in four behavior areas, were significant in the predicted direction.

The hypothesis was more strongly supported in Stage I than in Stage III. In Stage I, all Attitude scales were positively intercorrelated.

Totals: the Total Attitude scale appeared to be highly defined by Attitude toward Authority and IPR.

Hypothesis 16: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores.

The hypothesis was poorly supported at both age levels. In the previous analysis of Stage I it seemed to be fairly well supported, even if the rank of correlations was rather low.

In Stage III the only correlations among the Negative Affect scores that reached significance occurred at the ten-year-old level in the area of IPR-Authority and IPR-Anxiety and at the fourteen-year-old level in the relationships between Anxiety-IPR and Anxiety-Task Achievement.

Totals: the Total Negative Affect scores are substantially defined by Negative Affect in IPR, Authority, Aggression, Anxiety with a minor weight of the Task Achievement area.

Hypothesis 17: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas.

Here we must notice a poor fitting of the hypothesis with low relations in many cases. There were no relations at all for Depressive Affect in the area of Aggression. The relationship among Depressive Affect across the different behavior areas was not studied in Stage I so no confrontation is possible with the previous study.

Totals: the Total Depressive Affect score was well defined by Depressive Affect in the five areas, at both age levels, with a higher weight in the Authority area.

Hypothesis 18: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas.

The hypothesis concerned with Neutral Affect dimension across the different behavior areas has been supported with a certain number of positive relationships. All these correlations were low, ranking between .15 and .27. The strongest relationship occurred at the ten-year-old level among the Neutral Affect scores for Authority and IPR behavior areas.

Totals: the Total Neutral Affect score was strongly defined by Neutral Affect in the Authority, IPR and Anxiety areas.

Hypothesis 19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimensions across the different behavior areas.

The hypothesis was not supported by the results: only a few relations among totals gave some suggestion about the measures of Positive Affect across the different behavior areas. Stage I correlation coefficients confirmed the poor fitting of the hypothesis.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

The hypothesis was not supported by the results.

Hypothesis 21: There will be positive relationships between the Total Positive Affect measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Score.

The hypothesis worked well in the second part concerned with relationships among total amount of Hostile and Depressive Affect and the Coping Style and Effectiveness Total Scores. As would be expected, all of these relationships were large and significant in the predicted direction at both age levels.

The highest correlations, at both age levels, were those between Total Coping Effectiveness and Total Hostile Affect (-.64, -.58).

The relationships among all these measures were not studied in Stage I, so no comparison is possible between the two studies.

Summary and Interpretations

In summary it must be stated that of the whole set of hypotheses concerned with Sentence Completion Coping Style measures across the different behavior areas only Coping Effectiveness measures showed positive relationships, as would be expected. This occurred fairly well at both age levels and in both Stage I and Stage III.

As far as Sentence Completion Attitude and Affect measures across five behavior areas are concerned, the formulated hypotheses were weakly supported, almost in all cases, with some exception for Neutral Affect dimension. The relationships among all these measures were not studied in Stage I, so no comparison was possible between the two studies.

Hypothesis 22: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.

The hypothesis did not work well. Out of the twenty-one correlations among the measures of Stance dimension and Coping Effectiveness scores across the different behavior areas only one was significant in the predicted direction at the ten-year-old level, and four at the fourteen-year-old level involving the area of Anxiety (Story Four and Story Five), Authority and Aggression. The significant correlations ranged between .16 and .29 with the lowest being that relationship between Anxiety and Authority.

The Total Stance score correlated at both age levels with all the seven stories' behavior areas. Stance was a new dimension introduced in Stage III so no comparison is possible with previous hypothesis.

Hypothesis 23: There will be a positive relationship among the same Story Completion Coping Style dimensions and Doping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness .

The hypothesis was poorly supported by the results. Out of the twenty-one correlations among the measures of Engagement across the different behavior areas only seven were confirmed. The remaining correlations were not significant.

Among the ten-year-old sample there was one significant correlation in the predicted direction; while at age fourteen there were six significant correlations. These were, at age ten, the correlations between Authority and Academic Task Achievement; at age fourteen the correlations were between Aggression and Authority, Aggression and Anxiety, Aggression and Nonacademic Task Achievement, Authority and Anxiety, Anxiety and IPR, Anxiety and Nonacademic Task Achievement.

No correlations were significant at both age levels.

Totals: From the strength of the individual correlations with the Total scores, it can be observed that Engagement in Anxiety, Aggression, Academic Task Achievement, and Authority contributed the most to the Total Engagement score for the ten-year-old level, while at the fourteen-year-old level the weight of Engagement in the six areas was more equally distributed. Apparently the Engagement scores in the area of Aggression, Anxiety (Story Six), Academic Task Achievement and Authority are more consistently related to the Total Engagement score.

Except for the number of correlations, slightly larger in Stage I, the two studies showed similar results.

Hypothesis 24: There will be positive relationships among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

Poor fitting of the hypothesis: the relationships among the Initiation measures across the different behavior areas only in few cases were significant in the predicted direction. In Stage I the hypothesis worked a little better.

The analysis of Totals showed that Initiation in the areas of Anxiety, Aggression, Task Achievement and Authority contributed mostly to the Total Initiation score while IPR contributed the least.

Hypothesis 25: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

Poor fitting: the hypothesis was supported very poorly, with six low correlations. Only the analysis of Total gave some suggestion about the definition of Total Aid/Advice score: the Total Aid/Advice score was largely defined by Aid/Advice in Aggression, Anxiety (Story Six), Authority and Academic Task Achievement.

No confrontation was possible with Stage I as Aid/Advice is a new dimension.

Hypothesis 26: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with Total Scores for Coping Style and Coping Effectiveness.

The hypothesis was weakly supported. The number and the consistancy of the significant correlations was eight out of forty-two, ranking between .15 and .21.

Three of the ten-year-old correlations and four of the fourteen-year-old correlations were significant. At both age levels the Story Completion Solver scores showed a significant relationship between Anxiety (Story Four) and Anxiety (Story Six).

There were five correlations which were significant at the fourteen-year-old level and not significant at the ten-year-old level.

Both the ten- and the fourteen-year-old sample showed the same general relationship between the component "Solver" scores and Total Solver score. The Total "Solver" score was largely defined by Solver in the area of Anxiety, Aggression, Academic Task Achievement, and Authority.

Hypothesis 27: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.

The hypothesis was very weakly supported. Only six correlations, for both age levels, were significant in the predicted direction out of the expected forty-two. From the strength of the individual correlations with the total scores, it can be observed that Implementation measures in the areas of Aggression, Authority, Anxiety (Story Six) and Academic Task Achievement contributed most to the Total Implementation score. One may conclude that the Total Score only was somewhat representative of the individual values, but the relationship, though consistent, was not strong in some areas (IPR, Nonacademic Task Achievement).

In Stage I the hypothesis was confirmed in a better way.

Hypothesis 28: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.

Out of the forty-two correlations among measures of Outcome and Coping Effectiveness scores across the different behavior areas sixteen were significant in the predicted direction. The hypothesis was partly supported; furthermore, the strength of correlations was very low ranging between .14 and .25.

Among the ten-year-old sample there were seven significant correlations in the predicted direction, while at age fourteen there were nine significant correlations. There were four correlations which were significant at both age levels. These were Authority with Anxiety (Story Six), Authority with Nonacademic Task Achievement, Anxiety (Story Six) with Academic Task Achievement and IPR with Academic Task Achievement.

No comparison was possible with Stage I.

Hypothesis 29: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.

The hypothesis was only weakly supported at both age levels. The highest correlation was that between Aggression (Evaluation of Outcome) and Authority (Evaluation of Outcome) at the ten-year-old level (.25). The significant correlations ranged between .15 and .25, with the lowest being that relationship between Authority and IPR.

The Total Evaluation of Outcome score was largely defined by the Evaluation of Outcome in the Authority area (.69/.50).

Hypothesis 30: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.

The hypothesis may be considered confirmed almost in the same way, in the two stages of the study. As would be expected, the relationships among the measures of Coping Effectiveness across the different behavior areas were in many cases significant and positive.

There were no differences of note to discuss.

Total Coping Effectiveness score was more largely defined by Coping Effectiveness in the area of Anxiety (Story Six) than by other measures of Coping Effectiveness.

Hypothesis 31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total Scores for Coping Style and Coping Effectiveness.

The hypothesis was supported at both age levels with some exceptions concerned with measures of Instrumentality in Authority, IPR and Non-academic Task Achievement.

The analysis of Totals confirmed the greater weight of the area of Anxiety (Story Six) in the definition of the Total Scores.

Hypothesis 32a: There will be a positive relationship among the Coping Style dimension Total Scores and Total Coping Effectiveness.

As was expected, the relationships among the Coping Style dimension Total Scores and Coping Effectiveness were very large and positive at both age levels with one exception concerned with Total Response Length variable. For the ten-year-old group Total Response Length correlated negatively and significantly with Total Engagement, Total Initiation, Total Aid/Advice, Total Solver and Total Implementation.

For the fourteen-year-old group there were no significant correlations between Total Response Length and five of the Total Coping Effectiveness dimension Total scores. There was no other large discrepancy between the ten-year-old and the fourteen-year-old sample. The strength of relationships was very high on the whole.

Hypothesis 32b: There will be a positive relationship among the Coping Style dimension Total Scores and Total Coping Effectiveness.

The hypothesis was well supported except for the relationships between Total Response Length and Total Outcome and the one between Total Response Length and Total Coping Effectiveness. These correlations were significant but not in the expected direction for the ten-year-old sample, while at the fourteen-year-old level there were no significant relationships at all.

In conclusion the hypothesis was well supported by the results and the rank of correlations was rather high.

Hypothesis 33: There will be a positive relationship among Length of Response across all behavior areas.

As was expected, the relationships among Length of Response across all behavior areas were very large and positive at both age levels.

No large discrepancy between the ten-year-old and the fourteen-year-old sample lies in the relationships. The Length of Response, for both age groups, correlated very strongly across all behavior areas, ranging between .76 and .85.

Hypothesis 34: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

The hypothesis was weakly supported by the results at both age levels. In both age groups there were very few and weak relationships among the measures of Positive Affect Hero across the different behavior areas. The Total Positive Affect was largely defined by Academic Task Achievement and IPR at both age levels, followed by Anxiety (Story Four) and Nonacademic Task Achievement, and least defined by Anxiety (Story Six) and Aggression.

Hypothesis 35: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

As was expected most of the relationships were significant in the expected direction at both age levels with some discrepancy between the two age groups.

Total Negative Affect Hero correlated very strongly across the different behavior areas, particularly in IPR, Authority and Anxiety at the ten-year-old level, and in Nonacademic Task Achievement, Anxiety, Academic Task Achievement at the fourteen-year-old level.

Hypothesis 36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

The hypothesis fits fairly well at both age levels. The largest discrepancy between the ten-year-olds and the fourteen-year-olds was in the relationship between Total Affect and Anxiety (.58 for the ten-year-olds and no significant relationship for the fourteen-year-olds).

Hypothesis 37: There will be a positive relationship among the Story Completion Total Positive Affect measures and the Total Coping Style measures. There will be a negative relationship among the Story Completion Negative Affect measures and the Total Coping Style measures.

The hypothesis was partially supported in the first part (positive relationships among the Story Completion Total Positive Affect measures and Total Coping Style measures) and completely supported in the second part (negative relationships among the Story Completion Negative Affect and Total Coping Style measures). Most of the correlations among the Total Affect and Total Coping Style measures were low, ranging between .14 and .39.

There were many discrepancies of note between the two age groups.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

The hypothesis was not supported by the fourteen-year-old level results and weakly supported by the ten-year-old level results. The only good fitting of hypothesis was noticed in Story Three Coping Effectiveness variable for the older age group.

Summary and Interpretations

The relationships among measures of the same Story Completion Coping Style dimensions across the different behavior areas were not largely confirmed on the whole. Some of these dimensions such as Solver, Outcome, Evaluation of Outcome were weakly related in the expected direction, and the only hypothesis working well was that concerned with Coping Effectiveness.

The relationships among the Coping Style dimension Total Scores and Coping Effectiveness measures were large and positive in the expected direction so in this case the formulated hypotheses were working very well.

It is very interesting to note that Response Length was correlated negatively with all Coping Style dimension measures and also that relationships among Response Length measures across all behavior areas were large and positive, as was expected.

Furthermore, the relationships between Response Length and Coping Effectiveness scores for each story were negative confirming the previous results of Analysis and not confirming the hypotheses that probably did not fit well.

Hypothesis 39: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

The hypothesis fits poorly. There were few positive relationships among measures of Stance across the two projective instruments, and also a negative correlation (that one between Sentence Authority and Story One, Academic Task Achievement).

Hypothesis 40: There will be positive relationships among measures of the same Coping Style construct in the same behavior areas across the two projective instruments.

The hypothesis was supported very weakly in both Stage I and Stage III and for both age groups. There were few low rank correlations in the measures of Engagement in the same behavior areas across the two projective instruments.

Hypothesis 41: There will be positive relationships among measures of the same Coping Style construct in the same behavior areas across the two projective instruments.

The hypothesis was not supported by the results: only three positive correlations out of the forty correlations expected.

Hypothesis 42: There will be positive relationships among measures of the same Coping Style construct in the same behavior areas across the two projective instruments.

The hypothesis was very weakly supported in Stage III, while in Stage I the same hypothesis was partially confirmed.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

The hypothesis was not supported by the results.

Hypothesis 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

The hypothesis was not supported by the results

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

The hypothesis was not supported by the results.

Hypothesis 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

The hypothesis was not supported by the results.

Summary and Interpretations

The hypotheses concerning relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in all behavior areas across the two projective instruments, Sentence Completion and Story Completion, as well as relationships among Affect measures in the same two instruments, did not fit on the whole. The same results we noticed in some Stage I hypotheses where the comparison was possible. The significant relationships were few and low, not sufficient for accepting the whole set of hypotheses at both age levels.

Hypothesis 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Task Achievement.

The hypothesis fits for the ten-year-old group with low-ranged correlations. The strongest correlations were those between Total SAI Score and Task Achievement Engagement, and between Total SAI score and Total Aid/Advice score.

At the fourteen-year-old level there was only one correlation significant in the expected direction (Total Stance x Total SAI score).

Hypothesis 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. IPR.

The hypothesis was very weakly supported. The number and constancy of the significant relationships was very poor. Furthermore, there were large discrepancies between the two age groups. No comparison was possible with Stage I data since new scoring dimensions were introduced in Stage III analysis.

Hypothesis 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Authority.

The hypothesis was very weakly supported: no correlations in more cases at the fourteen-year-old level. For the ten-year-old children the hypothesis was supported fairly well with good range relationships in some cases.

Hypothesis 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Anxiety.

The hypothesis must be rejected.

Hypothesis 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Aggression.

The hypothesis was poorly supported at the ten-year-old level as far as Total Coping Style dimensions were concerned.

Hypothesis 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Academic Task Achievement.

The hypothesis must be rejected.

Hypothesis 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. IPR.

The hypothesis must be rejected.

Hypothesis 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Aggression.

At the fourteen-year-old level Story Completion Aggression Coping Styles were related significantly in the expected direction with SAI Good Coping measures. The ranks of correlations above mentioned were rather low (between .14 and .24).

Hypothesis 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Anxiety, Story Four.

Only four of the one hundred eight correlations expected between Story Completion Anxiety Coping Styles and SAI Good Coping measures were significant and positive. The hypothesis must be rejected.

Hypothesis 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Authority.

The hypothesis fits only in a very small number of relationships: eight of the seventy-two correlations for both age levels among Story Completion Authority Coping Styles and SAI Good Coping measures were significant in the expected direction. The eight correlations here considered were rather low, being comprehended between .14 and .21.

The hypothesis must be rejected.

Hypothesis 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Anxiety, Story Six.

The hypothesis was supported by a very small number of positive correlations between Story Completion Anxiety Coping Styles and SAI Good Coping measures.

Hypothesis 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas. Nonacademic Task Achievement.

The hypothesis fits only for a very small number of relationships between Story Completion Nonacademic Task Achievement Coping Styles and SAI Good Coping measures.

Summary and Interpretations

Out of the whole set of hypotheses concerned with relationships among Coping Style measures in the different behavior areas of the two projective instruments and SAI Good Coping measures only a few number were supported by the results.

For the Sentence Completion variables we have some results of note at the ten-year-old level and in some of the behavior areas, such as Authority and Anxiety, in which the hypotheses of positive relationship among Coping Style measures and SAI Good Coping measures may be confirmed.

At the fourteen-year-old level only in the area of Aggression the same hypothesis fits well.

As far as relationships between Sentence Coping Effectiveness and SAI Good Coping for the ten-year-old only we have some positive correlations in the expected direction in the area of Authority and in the area of Task Achievement. At the fourteen-year-old level we have a poor fitting of the hypothesis so no comments of note can be made.

Out of the hypotheses concerned with relationships between SAI Good Coping and Affect measures, from Story and Sentence Completion, only for Depressive and Hostile measures were there good fittings and then only at the ten-year-old level.

It might be stated that for the younger children there was a stronger inference of Affect on Good Coping whereas the older children knew better how to handle Depressive and Hostile Affects and neutralized their inferences over the coping behavior.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

Here most of the relationships among Sentence Coping Effectiveness measures and SAI Good Coping measures were large and positive in the expected direction. The hypothesis was supported fairly well for the two age groups.

No confrontation was possible with Stage I data since scoring dimensions were not the same in the two studies.

Hypothesis 47: Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

Only at the fourteen-year-old level we found some significant relationships between Story Completion measures of Coping Effectiveness and SAI Good Coping measures.

At the ten-year-old level there was one positive correlation between SAI Authority Good Coping measure and Coping Effectiveness in Anxiety and one negative relationship between SAI IPR and Adacemic Task Achievement.

Hypothesis 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

The hypothesis did not work well. In most cases the SAI Good Coping scores were related negatively with Story Completion Positive Affect measures.

Hypothesis 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

There were very few significant relations. The hypothesis must therefore be rejected.

Hypothesis 49a: The SAI Good Coping scores will be positively related with the Sentence Completion Positive Affect measures.

SAI Good Coping scores were relatively weakly correlated with Sentence Completion Positive Affect measures, but in most cases these relationships were negative, and not positive as would be expected. The significant negative correlations among SAI Good Coping and Positive Affect in Anxiety for the ten-year-olds seemed to be a very interesting result.

Hypothesis 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

The hypothesis was supported fairly well: all the significant correlations were in the expected direction. At the age of ten the Sentence Completion Hostile and Depressive measures showed a significant number of negative relationships with SAI Good Coping in Aggression and with SAI Good Coping in Authority. There were many discrepancies between the two age groups.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

The hypothesis was poorly supported. Out of the one hundred thirty-five correlations among the "Intrinsic Values" and Total Coping dimensions from Sentence and Story, only thirteen were significant. However out of these thirteen only six were significant in the predicted direction: the remaining significant correlations were significant in the opposite direction from that predicted.

In Stage I the hypothesis worked almost in the same way.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

There was a weak number of positive relationships between the Occupational Values "Intrinsic" measures and SAI "Good Coping" measures. At both age levels no relationships lie in Management, Creativity and Variety with SAI Good Coping. Furthermore, Independence correlations with SAI Good Coping were significant in the opposite direction from that predicted.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

There was a poor fit between hypothesis and data.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measures.

There was clearly not a good fit between hypothesis and data.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

There was a poor fit between hypothesis and data.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

There was not a good fit between hypothesis and data.

In Stage I the hypothesis was weakly supported.

Hypothesis 56: The Occupational Values Extrinsic measure will be negatively related with the SAI Good Coping measures.

The hypothesis was weakly confirmed. Out of the forty-eight correlations among Extrinsic Occupational Values and SAI Good Coping measures ten were significant in the predicted direction.

Among the ten-year-old sample there were four significant correlations, in the predicted direction, while at age fourteen there were six significant correlations. There were two correlations which were significant at both age levels. These were: SAI Aggression with Economic Returns and SAI IPR with Total Occupational Values Extrinsic. In addition, at both age levels, there were no significant correlations among SAI Good Coping measures and two of the Extrinsic values, Success and Security. The significant correlations ranged between -.14 and -.20.

In conclusion the hypothesis must be rejected.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

Very light fit. The hypothesis did not work well. There was a weak number of significant relationships in the expected direction.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

The hypothesis was poorly supported. Out of the sixteen correlations among the Extrinsic values and Total Positive Affect measures, two were significant in the predicted direction.

The remaining fourteen did not reach significance. The two significant correlations were concerned with ten-year-old level only and lie in the relationships among (1) Total Positive Affect and Security, and (2) Total Positive Affect and Economic Returns.

The hypothesis must therefore be rejected.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect Measures and the Story Completion Total Negative Affect.

There was a very poor fit between hypothesis and data.

Summary and Interpretations

The hypotheses concerned with the relationships among the Occupational Values Intrinsic and Extrinsic measures and Coping dimension measures from Story and Sentence Completion did not work well. Correlations at both age levels indicated that the Occupational Values were not consistently related to other variables, as well as to the Total Score.

The same occurred in the relationships among these values and Views of Life Active Response measures, and SAI Good Coping measures.

The concept of Intrinsic and Extrinsic values appear to require further investigation and clarification. It may be that, in theory, these fifteen values do hold something in common which is defined by the concept Intrinsic or Extrinsic values. However in practice, one must question the statements themselves in the instrument as to whether or not they actually represent the "value" in question.

The fact that the wording of the statements was not simplified so that a nine to ten-year-old could understand the language, and hopefully, the concept, may have resulted that the concept was not clearly or generally understood by the sample in question. Evidently these values' distinctions were invalid, thus we found a large number of significant correlations in the opposite sense from that expected, and in many cases no significant correlations at all.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

Few relations in the expected direction were supporting this hypothesis. Some of the Total Coping dimension measures had no significant relations at all with the Occupational Interest measures. Those were: Engagement, Initiation, Solver, Implementation and Total Coping Effectiveness. Thus the hypothesis must be rejected.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping dimension measures.

The hypothesis fits well. In Stage I it was less supported by the results. In both Stage I and Stage III there were no significant relationships among Engagement and Occupational Interests variables, and also in both stages the strength of relationships was not high, ranging between -.14 and -.21 in Stage III and between -.10 and -.15 in Stage I.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

The hypothesis did not work well. Only three relationships out of the eighteen expected were significant and negative. The remaining fifteen were not significant.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Active Response measures of the Views of Life.

Out of the sixty correlations among the Occupational Interests variables and Views of Life variables, only thirteen were significant in the predicted direction. The remaining correlations were not significant with one exception, the relation between Educational Aspiration and Competion/Cooperation which was significant in the opposite direction from that predicted.

The hypothesis must therefore be rejected.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

The hypothesis was not supported by the results.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

The hypothesis was not supported by the results. Only one correlation was significant in the expected direction. That was between Occupational Aspiration and Total Story Negative Affect for ten-year-olds (.20).

Summary and Interpretations

In summary it may be observed that the set of hypotheses concerned with the relationships among the status level measures (Occupational Aspiration, Occupational Expectation and Educational Aspiration) from the Occupational Interests Inventory and the Total Coping dimension measures from the projective instruments (Story, Sentence, SAI, and Views of Life) were supported only weakly at both age levels. The highest correlation observed was.21, while the lowest was .14. It may be readily concluded from this evidence that the above hypotheses were only weakly verified.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

As was expected, the relationships among the Parent/Child Interaction items of the Sentence Completion were in most cases very large and positive.

In both age groups, there were very strong relationships between Self-Concept and Mother Interaction (.79 for the ten-year-olds and .72 for the fourteen-year-olds) and the Self-Concept and Father Interaction scores (.75 for the ten-year-olds and .65 for the fourteen-year-olds).

The largest discrepancy between the ten-year-old and the fourteen-year-old sample lies in the relationship between Mother Interaction and Father Interaction. At the ten-year-old level, there was a .54 correlation between the two variables; whereas at the fourteen-year-old level, the correlation was only.25. The lowest correlation was that between Self-Concept and Parent/Child Interaction.

The hypothesis was weakly supported in Stage I.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness and Positive Affect measures of the Sentence Completion instrument.

The hypothesis was not supported by the results.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both Authority Hostile and Depressive Affect measures.

The hypothesis did not fit.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

There was not a very good confirmation of the hypothesis. Out of twenty-four correlations expected, only eight were significant and positive, five for the fourteen-year-old sample and the remaining three for the ten-year-old sample.

In Stage I, also, the hypothesis was weakly confirmed.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

There was a poor fit between hypothesis and data. No confrontation was possible with Stage I results as the scoring dimensions were changed in Stage III.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Five concerning Authority relations.

The only significant results shown by this hypothesis seemed to be the relationships in the expected direction between Mother Interaction and Coping Style Effect and Positive Affect at the fourteen-year-old level.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

The hypothesis was not supported by the results of the data relating to this hypothesis which consisted in only one correlation in the opposite direction from that expected.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as Anxiety Story), it concerns parental relations.

There was not a confirmation of hypothesis. Out of the forty-four correlations expected only three were significant in the expected direction.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as Anxiety Story), it concerns parental relations.

The hypothesis was supported. At the ten-year-old level there was a positive relationship between the Mother/Child and Father/Child Interaction scores, many of the Coping Style scores, and Coping Effectiveness. It was interesting to notice that the relationship of the Father Interaction score with Coping Effectiveness changed from a positive correlation at ten to no correlation at fourteen. The relationship of the Mother Interaction score with Coping Effectiveness showed the same decrease from ten to fourteen.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

There was only a poor relationship between the Parent/Child Interaction and Negative Affect measures.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

The hypothesis was not supported by the results.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total score for Negative Affect from the Story Completion.

The hypothesis was weakly supported by only one significant relationship out of the four expected.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority areas as well as the Total "Good Coping" score.

There was a fairly good fitting of the hypothesis at the ten-year-old level.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

The hypothesis was supported at the fourteen-year-old level by a .20 correlation between Occupational Value "Follow Father" and Father/Child Interaction from Sentence.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

The hypothesis was not supported. We must notice once again that the distinction Intrinsic/Extrinsic values did not work well.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

The hypothesis was not supported by the results.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspirations.

The hypothesis was not supported by the results. No relationship lies in Father/Child Interaction and Occupational Interests discrepancy between Father's Occupation and Child's Aspiration.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total scores.

There was a close to good confirmation of hypothesis. All the correlations we had were in the expected direction. There was no relationship between Mother Interaction and all Views of Life scales.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

The hypothesis was weakly supported. Some of the Intrinsic values, such as Esthetics, Self-Satisfaction, Variety, had no significant relationships with Criterion measures. Management was related significantly in the opposite direction from that predicted with Criterion measures. There were no relationships in most cases. The hypothesis must therefore be rejected.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

The hypothesis was poorly supported. The results showed that most of the Extrinsic Occupational Values were not at all correlated with Criterion measures, and that some of these values were correlated in the opposite direction from that predicted (for example the "Follow Father" value).

The hypothesis can therefore not be confirmed.

Hypothesis 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

As would be expected, the relationships among the three Occupational Interests measures and the Criterion measures were very large and negative at both age levels. In the fourteen-year-old group, there was a strong relationship between Achievement Reading and Occupational Expectation (-.49) and also the Achievement Reading and Educational Aspiration scores. At the ten-year-old level there was a strong relationship between GPA and Occupational Expectation (-.37) and the GPA and Educational Aspiration scores (-.43).

The largest discrepancy between the ten-year-old and the fourteen-year-old samples lies in the correlations between the first two Occupational Interests measures and the Criterion measures. At the ten-year-old level there were eighteen correlations between these two orders of variables, whereas at the fourteen-year-old level the significant correlations were four. The same number of correlations for the two age groups may be noticed in the third Occupational Interests variable, that is Educational Aspirations.

Hypothesis 69: There will be negative relationships between the Occupational Interest Discrepancy score and the Criterion measures.

The hypothesis was partially supported by the results.

Hypothesis 70: There will be a positive relationship between the SAI Good Coping measures and the Criterion measures.

There was a poor fit between hypothesis and data.

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the Criterion measures.

There was a poor fit between hypothesis and data.

Hypothesis 72: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

Few relationships between the Criterion measures and the Sentence Completion Coping Style variables were significant and positive. The few significant relationships that existed were at the ten-year-old level, but there were no relations at all at the fourteen-year-old level.

Hypothesis 73: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

The hypothesis was weakly supported at the ten-year-old level and for two of the Sentence Completion Coping Style variables, that is Anxiety and IPR. At the fourteen-year-old level the hypothesis did not fit well. The hypothesis must therefore be rejected.

Hypothesis 74: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

There was a very poor fit between hypothesis and data.

Hypothesis 75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

The hypothesis was partially supported. The significant relationships between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior were few and low but positive.

At the ten-year-old level there were nine correlations out of the sixty expected, whereas at the fourteen-year-old level there were only six significant correlations. In Stage I the hypothesis was more weakly supported by four significant correlations.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

The hypothesis did not work well. There were many correlations which were significant in the opposite direction from that expected.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

The hypothesis was partially supported by eight positive relationships out of the sixty expected. There were also two significant correlations in the opposite direction from that expected.

Hypothesis 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures.

There was not a very good confirmation of the hypothesis. Out of the thirty-six correlations expected only three were significant and negative.

Hypothesis 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures.

There was a slight confirmation of the hypothesis at the fourteen-year-old level and a very poor confirmation at the ten-year-old level. The hypothesis did not work well.

Hypothesis 79: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results. For Stories Three, Five and Six there were some significant correlations between Stance and Criterion measures, but these correlations were negative. So the hypothesis must be rejected.

Hypothesis 80: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis did not fit well.

Hypothesis 81: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results.

Hypothesis 82: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results.

Hypothesis 83: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results. The relationships between the Criterion measures and the Story Completion Coping Style dimension "Solver" were almost all negative.

Hypothesis 84: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results. The relationships between the Criterion measures and the Story Completion Coping Style dimension "Implementation" were almost all negative.

Hypothesis 85: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results. The relationships between the Criterion measures and the Story Completion Coping Style dimension "Outcome"were almost all negative.

Hypothesis 86: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was weakly supported. The positive relationships between the Criterion measures and the Story Completion Coping Style dimension "Evaluation of Outcome" were very few and low. There were also a certain number of negative relationships.

Hypothesis 87: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was not supported by the results. The relationships between the Criterion measures and the Story Completion Coping Style dimension "Coping Effectiveness" were almost all negative.

Hypothesis 88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

The hypothesis was weakly supported by the results. The relationships between the Criterion measures and the Story Completion Coping Style dimension "Instrumentality" were almost all negative with the exception of Story Seven in which at the ten-year-old level the hypothesis was completely confirmed, whereas at the fourteen-year-old level there were only negative significant correlations.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimensions.

In general, the hypothesis seemed to be supported well, even if the significant relationships between the Criterion measures and the Story Completion Positive Affect dimensions were few and low in the expected direction. Apparently the better relationships were those between BRS Task Achievement and Aggresstion (Story Three) and between BRS Implementation and Aggression (Story Three).

Hypothesis 90: There will be a negative relationship between the Criterion measures and the Story Completion Negative Affect dimensions.

The relationships between the Criterion measures and the Story Completion Negative Affect dimensions were not negative as expected. All the significant correlations (twenty-eight correlations out of ninety-six expected) were positive. So there was a contradiction between hypothesis and data.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

There was no correlation. The hypothesis cannot be supported.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

There was a close to good confirmation of the hypothesis at the fourteen-year-old level.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

At the fourteen-year-old level two of the twelve expected correlations were positive and significant. These were the relationships between Total Positive Nomination Implementation and Self-Concept (.19) and Total Positive Nomination Initiation and also Self-Concept (.17). There were no good results for the hypothesis at the ten-year-old level. The hypothesis was weakly supported.

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE		2 MATH		3 READING		4 G.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.38	.30	.39	.40	.43	.28
2	MATH	.38	.30			.44	.32	.27	.26
3	READING	.39	.40	.44	.32			.55	.39
4	GRADE POINT AVERAGE	.43	.28	.27	.26	.55	.39		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BRS 2 A - TA		6 BRS 3 AUTHORITY		7 BRS 4 IPR		8 BRS 5 IMPLEMENT.		9 BRS 6 SELF-ASSER		10 BRS 7 INITIATOR		11 BRS 8 SOLVER		12 BRS 9 ACCEPTANCE		13 BRS 10 ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.26	.17	.20		.20		.28	.16	.17		.30		.28	.15				
3	READING	.35	.19	.33		.30		.35	.15	.18		.41	.17	.40	.24	.22			
4	GRADE POINT AVERAGE	.44	.55	.39	.45	.37	.14	.46	.52	.27		.51	.51	.48	.43	.24	.16		-.33

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM			-.22				-.28	-.21	.26	.19	.15	.16				
15	ESTHETICS	-.22								-.17	-.20	-.22	-.20			-.23	
16	INDEPENDENCE									-.15		-.24	-.14				.15
17	MANAGEMENT	-.28	-.21							-.24	-.23	-.25				-.17	-.18
19	SELF-SATISFACTION	.26	.19	-.17	-.20	-.15		-.24	-.23				.30	-.23			
20	INTELLECTUAL STIMULATION	.15	.16	-.22	-.20	-.24	-.14	-.25			.30			.32		.19	.34
21	CREATIVITY									-.23		.32				.26	.15
27	VARIETY			-.23			.15	-.17	-.18			.19	.34	.26	.15		
29	TOTAL INTRINSIC	.40	.45		.29	.17	.19			.22	.34	.42	.50	.48	.39	.44	.52

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL.FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS				.18	.29	.34	.29	.50	-.25		-.14	-.14	-.25	
22	SECURITY		.18			-.20	-.31								-.16
23	PRESTIGE	.29	.34	-.20	-.31			.23	.37	-.32	-.32	-.29	-.29	-.16	
24	ECONOMIC RETURNS	.29	.50			.23	.37			-.21	-.28	-.24	-.26		
25	SURROUNDINGS	-.25				-.32	-.32	-.21	-.28			.49	.62	-.19	-.15
26	ASSOCIATES	-.14	-.14			-.29	-.29	-.24	-.26	.49	.62			-.27	-.29
28	FOLLOW FATHER	-.25			-.16	-.16				-.19	-.15	-.27	-.29		
30	TOTAL EXTRINSIC	.44	.70	.31	.27	.78	.39	.55	.58		-.30			.00	-.25

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS	-.24	-.30		-.23		-.25		.19	-.20	-.32	.20	-.31	-.14	-.23	-.25	-.44	-.44	-.70
22	SECURITY				-.20		-.25				.15			-.25	-.24	-.23	-.18	-.31	-.27
23	PRESTIGE	-.21	-.26	.16		-.16				-.21	-.36		-.39			-.19	-.27	-.28	-.39
24	ECONOMIC RETURNS	-.41	-.34			-.20	-.17	.24	.26	-.30	-.35	-.18	-.33	-.19	-.16	-.24	-.43	-.55	-.58
25	SURROUNDINGS				-.15	.18			-.30					-.23	-.18	.20			-.20
26	ASSOCIATES					.31		-.17	-.31	.15				-.23			.15		
28	FOLLOW FATHER			-.25		-.17							-.17		-.16	-.17		-.30	-.25
30	TOTAL EXTRINSIC	-.40	-.45		-.29	-.17	-.19			-.22	-.34	-.42	-.50	-.48	-.39	-.44	-.52	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation & Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. EXP.		36* OCC. INT. ED. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATION			.67	.61	.28	.40
32	OCCUPATIONAL EXPECTATION	.67	.61			.45	.50
36	EDUCATIONAL ASPIRATION	.28	.40	.45	.50		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. OCC./ ASP.	
		10	14	10	14
34	EXPECTATION ASPIRATION			.33	.50
35	OCCUPATION ASPIRATION	.33	.50		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY	
	SAI	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			.47	.35	.38	.21	.34	.16	.29	.18
38	AUTHORITY	.47	.35			.54	.36	.44	.23	.31	.28
39	AGGRESSION	.38	.21	.54	.36			.47	.44	.27	.25
40	INTERPERSONAL RELATIONS	.34	.16	.44	.23	.47	.44			.23	.17
41	ANXIETY	.29	.18	.31	.28	.27	.25	.23	.17		
42	TOTAL SCORE	.68	.52	.78	.67	.70	.77	.74	.70	.54	.52

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub syndromes plus the Total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V61 14	44 V61 14	45 V61 14	46 V61 14	47 V61 14	48 V61 14	49 V61 14	50 V61 14	51 V61 14	52 V61 14	53 V61 14	54 V61 14	55 V61 14	56 V61 14	58 V61 14	59 V61 14	60 V61 14	61 V61 14	62 V61 14	63 V61 14
43	LOCUS OF CONTROL		.14						-.23	.16					-.17						.18
44	ACADEMIC LOCUS OF CONT.	.14			.15						.15							.14			.34
45	ACTION - INACTION																				.20
46	IMMEDIATE - DELAYED		.15			.18		-.19					.15				-.22	.25			.37
47	RATE OF ACTION				.18								.25					.26			.39
48	INTRINSIC - EXTRINSIC									.15											.33
49	TASK ACH. - IPR				-.19												.25				.25
50	COMPETITION - CO-OPERATION	-.23								-.15	-.17	-.20			.21			-.14			
51	INDEPENDENT INTERDEPENDENT	.16					.15		-.15		.21							.21			.34
52	EARNED STATUS - BESTOWED STATUS		.15						-.17	.21		.23					.14				.25
53	CONFRONT - AVOID								-.20		.23										.31
54	SELF-INITI. OTHER INITI.				.15	.25												.15	.27		.42
55	SELF SOLVER OTHER SOLVER														.16			.14	.17		.27
56	SELF-JOINT IMPLEMENTATION	-.17							.21					.16				.14			.34
58	INSTRUMENT - FANTASY																	.15			.34
59	CONT./EXPRESS-IVITY & ACCEPT. ACT./PASS.				-.22			.25			.14										.19
60	UNDER STRESS POS./NEG.		.14		.25	.26			-.14	.21			.15	.14							.44
61	SELF-CONCEPT VIEW OF LIFE												.27	.17	.14	.15					.35
62	TOTAL SCORE																				.16
63		.18	.34	.20	.37	.39	.33	.25		.34	.25	.31	.42	.27	.34	.34	.19	.44	.35	.16	

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14
100	STANCE AGGRESSION										
83	AUTHORITY					.17	.18	.29		.21	
92	ANXIETY			.17	.18			.22			.21
74	INTERPERSONAL RELATIONS			.29		.22					
65	TASK ACHIEVEMENT			.21			.21				
109	TOTAL STANCE	.35	.24	.67	.66	.56	.50	.66	.55	.47	.50

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION 10	101 ENGAGEMENT AGGRESSION 14	84 ENGAGEMENT AUTHORITY 10	84 ENGAGEMENT AUTHORITY 14	93 ENGAGEMENT ANXIETY 10	93 ENGAGEMENT ANXIETY 14	75 ENGAGEMENT IPR 10	75 ENGAGEMENT IPR 14	66 ENGAGEMENT TASK ACH. 10	66 ENGAGEMENT TASK ACH. 14
101	ENGAGEMENT AGGRESSION										
84	AUTHORITY					.16		.17		.31	
93	ANXIETY			.16					.15	.15	
75	INTERPERSONAL RELATIONS			.17			.15			.15	
66	TASK ACHIEVEMENT			.31		.15		.15			
110	TOTAL ENGAGMENT	.32	.31	.61	.38	.54	.56	.59	.65	.64	.45

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION			.21		.32					
76	AUTHORITY	.21				.23			.14		
85	ANXIETY	.32		.23				.15			
	INTERPERSONAL										
94	RELATIONS				.14	.15					
	TASK										
102	ACHIEVEMENT										
	TOTAL										
111	AID/ADVICE	.65	.54	.66	.66	.64	.46	.48	.49	.24	.29

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION					.15		.14	.23		
86	AUTHORITY					.25	.27	.35	.14	.33	
95	ANXIETY	.15		.25	.27			.26		.20	.17
	INTERPERSONAL										
77	RELATIONS	.14	.23	.35	.16	.26				.16	
	TASK										
68	ACHIEVEMENT			.33		.20	.17	.14			
	TOTAL										
112	COPING EFF.	.42	.47	.70	.59	.41	.37	.70	.65	.56	.48

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.75	.63	.76	.64	.78	.74
	TOTAL								
110	ENGAGEMENT	.75	.63			.93	.92	.75	.57
	TOTAL								
111	AID/ADVICE	.76	.64	.93	.92			.81	.64
	TOTAL								
112	COPING EFF.	.78	.74	.75	.57	.81	.64		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY					.42	.21	.23	
91	ANXIETY								
	INTERPERSONAL								
73	RELATIONS	.42	.21						
	TASK								
64	ACHIEVEMENT	.23							
	TOTAL								
108	ATTITUDE	.83	.79	.23	.25	.70	.64	.50	.39

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST. AFF. AGGRESSION		87 HOST. AFF. AUTHORITY		96 HOST. AFF. ANXIETY		78 HOST. AFF. IPR		69 HOST. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION										
87	AUTHORITY							.19			
96	ANXIETY							.21	.15		.19
	INTERPERSONAL										
78	RELATIONS			.19		.21	.15				
	TASK										
69	ACHIEVEMENT						.19				
	TOTAL HOSTILE										
113	AFFECT	.49	.61	.58	.54	.53	.53	.69	.54	.32	.19

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE. AFF. AUTHORITY		97 DEPRE. AFF. ANXIETY		79 DEPRE. AFF. IPR		70 DEPRE. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS. AFF.										
105	AGGRESSION										
88	AUTHORITY					.15		.19	.22	.28	
97	ANXIETY			.15					.21		
	INTERPERSONAL										
79	RELATIONS			.19	.22		.21			.20	
	TASK										
70	ACHIEVEMENT			.28				.20			
	TOTAL										
114	DEPRESSIVE	.31	.30	.74	.69	.56	.58	.56	.63	.49	.41

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.17		.17					
89	AUTHORITY	.17				.17	.21	.27		.23	
98	ANXIETY	.17		.17	.21			.18	.15	.18	
	INTERPERSONAL										
80	RELATIONS			.27		.18	.15			.16	
	TASK										
71	ACHIEVEMENT			.23		.18		.16			
	TOTAL										
115	NEUTRAL AFF.	.45	.47	.70	.66	.58	.59	.65	.54	.48	.37

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										.16
99	ANXIETY										
	INTERPERSONAL										
81	RELATIONS						.16				
	TASK										
72	ACHIEVEMENT										
	TOTAL										
116	POS. AFFECT					.54	.78	.42	.34	.69	.63

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.29		.14			-.21

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		115 TOTAL POSITIVE		112 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE			-.26	-.20	-.48	-.42		
110	TOTAL ENGAGEMENT	-.17	-.14	-.41	-.22	-.29	-.13	.22	.17
111	TOTAL AID/ADVICE			-.41	-.26	-.32	-.14	.18	
112	TOTAL COPING EFF.			-.64	-.58	-.42	-.41	.22	.16

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	STORY 3 AGGRESSION						.29		.17						
177	STORY 5 AUTHORITY					.20	.24		.16						
163	STORY 4 ANXIETY		.29	.20	.24										
191	STORY 6 ANXIETY		.17		.16										
135	STORY 2 IPR														
121	STORY 1 ACAD.TASK ACH.														
205	STORY 7 NA - TASK ACH.														
219	TOTAL STANCE	.37	.52	.30	.55	.24	.44	.64	.59	.24	.25	.42	.43	.41	.48

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	STORY 3 AGGRESSION				.14				.19						.17
178	STORY 5 AUTHORITY		.14				.27					.20			
164	STORY 4 ANXIETY				.27						.17				
192	STORY 6 ANXIETY		.19												.18
136	STORY 2 IPR						.17								
122	STORY 1 ACAD.TASK ACH.			.20											
206	STORY 7 NA - TASK ACH.		.17						.18						
220	TOTAL ENGAGEMENT	.31	.31	.28	.35	.27	.43	.38	.34	.29	.25	.32	.31	.27	.47

FIGURE 3

MAIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION						.15		.17		.17				
	STORY 5														
179	AUTHORITY						.22					.15			
	STORY 4														
165	ANXIETY		.15		.22										
	STORY 6														
193	ANXIETY		.17												.25
	STORY 2														
137	IPR		.17												.15
	STORY 1														
123	ACAD.TASK ACH.			.15											
	STORY 7														
207	NA - TASK ACH.								.25		.15				
	TOTAL														
221	INITIATION	.53	.60	.44	.40	.17	.38	.60	.54	.19	.45	.50	.40	.29	.50

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION									.14	.20				
	STORY 5														
180	AUTHORITY											.20			-.14
	STORY 4														
166	ANXIETY														
	STORY 6														
194	ANXIETY											.22			.15
	STORY 2														
138	IPR	.14	.20												
	STORY 1														
124	ACAD.TASK ACH.			.20				.22							
	STORY 7														
208	NA - TASK ACH.				-.14				.15						
	TOTAL														
222	AID/ADVICE	.53	.63	.52	.35	.20	.32	.58	.50	.28	.35	.53	.41	.28	.35

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
153	AGGRESSION								.16		.17				
	STORY 5														
181	AUTHORITY							.14				.17			
	STORY 4														
167	ANXIETY							.21	.18				.15		
	STORY 6														
195	ANXIETY		.16	.14		.21	.18								
	STORY 2														
139	IPR		.17												.18
	STORY 1														
125	ACAD.TASK ACH.			.17			.15								
	STORY 7										.18				
209	NA - TASK ACH.														
	TOTAL														
223	SOLVER	.47	.49	.52	.37	.32	.51	.61	.53	.22	.19	.51	.46	.35	.40

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION			.18							.24				
	STORY 5														
182	AUTHORITY	.18						.15	.20			.17			
	STORY 4														
168	ANXIETY														
	STORY 6														
196	ANXIETY			.15	.20										
	STORY 2												.20		
140	IPR		.24												
	STORY 1														
126	ACAD.TASK ACH.			.17							.20				
	STORY 7														
210	NA - TASK ACH.														
	TOTAL														
224	IMPLEMENTATION	.53	.49	.54	.42	.34	.47	.56	.50	.22	.39	.51	.50	.24	.30

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION				.16				.21						.15
	STORY 5														
183	AUTHORITY		.16			.15		.14	.26	.14		.16		.25	.18
	STORY 4														
169	ANXIETY			.15											
	STORY 6														
197	ANXIETY		.21	.14	.26					.21		.23	.18		.24
	STORY 2														
141	IPR			.14				.21				.22	.24		
	STORY 1														
127	ACAD.TASK ACH.			.16				.23	.18	.22	.24				
	STORY 7														
211	NA - TASK ACH.		.15	.25	.18				.24						
	TOTAL														
225	OUTCOME	.40	.50	.55	.50	.44	.47	.56	.61	.51	.48	.55	.46	.46	.53

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
156	AGGRESSION			.25											
	STORY 5														
184	AUTHORITY	.25				.25		.15	.15	.14		.15		.24	
	STORY 4														
170	ANXIETY			.20											
	STORY 6														
198	ANXIETY			.15	.15							.21	.20		
	STORY 2														
142	IPR			.14											
	STORY 1														
128	ACAD.TASK ACH.			.15				.21	.20						
	STORY 7														
212	NA - TASK ACH.			.24											
	TOTAL EVAL.														
226	OF OUTCOME	.45	.42	.69	.50	.41	.46	.44	.53	.45	.41	.46	.46	.46	.41

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION							.15	.15		.27				
	STORY 5														
185	AUTHORITY							.21				.22			
	STORY 4														
171	ANXIETY								.18						.14
	STORY 6														
199	ANXIETY	.15	.15	.21			.18					.18	.16		.27
	STORY 2														
143	IPR		.27										.21		.15
	STORY 1														
129	ACAD.TASK ACH.			.22				.18	.16		.21				
	STORY 7														
213	NA - TASK ACH.						.14		.27		.15				
	TOTAL														
227	COPING EFF.	.52	.56	.54	.41	.31	.42	.66	.58	.31	.47	.53	.51	.35	.53

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION							.21							.15
	STORY 5														
190	AUTHORITY														
	STORY 4														
176	ANXIETY							.22					.14	.25	
	STORY 6														
204	ANXIETY	.21				.22								.22	.27
	STORY 2														
148	IPR												.15		.16
	STORY 1														
134	ACAD. TASK ACH.						.14				.15				
	STORY 7														
218	NA - TASK ACH.		.15			.25		.22	.27		.16				
	TOTAL														
232	INSTRUMENTALITY	.37	.47	.31	.30	.56	.46	.63	.55	.30	.42	.32	.35	.58	.66

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.57	.67	.57	.73	.49	.59	.52	.57	.51	.52
	TOTAL												
220	ENGAGEMENT	.57	.67			.89	.89	.79	.77	.82	.70	.82	.65
	TOTAL												
221	INITIATION	.57	.73	.89	.89			.82	.84	.89	.78	.85	.74
	TOTAL												
222	AID/ADVICE	.49	.59	.79	.77	.82	.84			.84	.72	.82	.71
	TOTAL												
223	SOLVER	.52	.57	.82	.70	.89	.78	.84	.72			.87	.84
	TOTAL												
224	IMPLEMENTATION	.51	.52	.82	.65	.85	.74	.82	.71	.87	.84		
	TOTAL												
225	OUTCOME	.36	.32	.61	.46	.61	.50	.47	.39	.57	.51	.53	.65
	TOTAL EVAL.												
226	OF OUTCOME	.31	.17	.40	.30	.43	.31	.40	.24	.39	.34	.32	.36
	TOTAL												
227	COPING EFFECT.	.60	.66	.90	.82	.92	.89	.88	.83	.90	.85	.89	.89
	TOTAL RESPONSE												
228	LENGTH			-.20		-.18		-.28		-.22		-.14	-.14
	TOTAL												
232	INSTRUMENTALITY	.50	.57	.58	.68	.60	.71	.51	.57	.51	.55	.56	.57

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTCOME		226 COP. EFF. EVAL. OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES. LENGTH		232 COP. EFF. INSTRUMENT	
		10	14	10	14	10	14	10	14	10	14
225	TOTAL OUTCOME			.56	.60	.76	.73	-.20		.27	.46
226	TOTAL EVAL. OF OUTCOME	.56	.60			.49	.45			.22	.27
227	TOTAL COP.EFFECT.	.76	.73	.49	.45			-.19		.60	.72
228	TOTAL RESPONSE LENGTH	-.20				-.19					.17
232	TOTAL INSTRUMENTALITY	.27	.46	.22	.27	.60	.72		.17		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
158	STORY 3 AGGRESSION			.64	.55	.67	.68	.68	.62	.67	.71	.60	.65	.62	.52
186	STORY 5 AUTHORITY	.64	.55			.56	.56	.64	.64	.58	.57	.51	.52	.72	.69
172	STORY 4 ANXIETY	.67	.68	.56	.56			.70	.63	.63	.62	.62	.52	.61	.60
200	STORY 6 ANXIETY	.68	.62	.64	.64	.70	.63			.58	.54	.50	.59	.65	.60
144	STORY 2 IPR	.67	.71	.58	.57	.63	.62	.58	.54			.75	.72	.53	.43
130	STORY 1 ACAD. TASK ACH.	.60	.65	.51	.52	.62	.52	.60	.59	.75	.72			.47	.42
214	STORY 7 NA - TASK ACH.	.62	.52	.72	.69	.61	.60	.65	.60	.53	.43	.47	.42		
228	TOTAL LENGTH OF RESPONSE	.85	.84	.81	.80	.85	.82	.83	.83	.82	.80	.78	.78	.79	.79

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion effect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
159	STORY 3 AGGRESSION														
187	STORY 5 AUTHORITY					.14					.18	.15			
173	STORY 4 ANXIETY			.14								.19			.19
201	STORY 6 ANXIETY														
145	STORY 2 IPR				.18							.21	.19	.18	
131	STORY 1 ACAD. TASK ACH.			.15		.19				.21	.19			.16	.16
215	STORY 7 NA - TASK ACH.						.19			.18		.16	.16		
224	TOTAL POSITIVE AFF.	.35	.33	.45	.35	.49	.50	.21	.22	.55	.63	.61	.60	.49	.54

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 2b: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION 10	14	184 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14
	STORY 3														
160	AGGRESSION			.14						.17					.19
	STORY 5														
184	AUTHORITY	.14				.24	.14	.15	.15	.28			.24	.20	.15
	STORY 4														
174	ANXIETY			.24	.14				.18			.18		.26	.15
	STORY 6														
202	ANXIETY			.15	.15		.18			.26			.14	.14	.20
	STORY 2														
146	IPR	.12		.28				.26				.17			
	STORY 1														
132	ACAD.TASK ACH.				.24	.18			.14	.17				.24	.37
	STORY 7														
216	NA - TASK ACH.		.19	.20	.15	.26	.15	.14	.20			.24	.37		
	TOTAL NEGATIVE														
230	AFFECT HERO	.42	.41	.40	.47	.55	.54	.49	.58	.62	.33	.43	.53	.47	.61

HYPOTHESIS 3a: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION 10	14	189 Story 5 AUTHORITY 10	14	175 Story 4 ANXIETY 10	14	203 Story 6 ANXIETY 10	14	147 Story 2 IPR 10	14	133 Story 1 A - Ta 10	14	217 Story 7 NA - TA 10	14
	STORY 3														
161	AGGRESSION			.16		.15	.25				.18		.24		.24
	STORY 5														
189	AUTHORITY	.16				.21	.16	.17	.18	.19		.16	.16	.19	.20
	STORY 4														
175	ANXIETY	.15	.25	.21	.18			.17	.18						.21
	STORY 6														
203	ANXIETY			.17	.18	.17	.18					.20	.23	.15	.24
	STORY 2														
147	IPR		.16	.19										.15	
	STORY 1														
133	ACAD.TASK ACH.		.26	.16	.16			.20	.23						.32
	STORY 7														
217	NA - TASK ACH.		.31	.19	.20		.21	.15	.24	.15			.32		
	TOTAL AFFECT														
231	HERO & OTHERS	.47	.52	.39	.47	.58		.48	.58	.49	.46	.40	.54	.38	.62

HYPOTHESIS 3f: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect x Total Coping Style Measures

		219 TOTAL INITIATION 10	14	220 TOTAL AID ADVICE 10	14	221 TOTAL INITIATION 10	14	222 TOTAL AID ADVICE 10	14	223 TOTAL SOLVES 10	14	224 TOTAL IMPLEMENT. 10	14	225 TOTAL OUTCOME 10	14	226 TOTAL EVAL.OUTC. 10	14	227 TOTAL COP. EFF. 10	14	232 TOTAL INSTRUMENT. 10	14
	TOTAL POSITIVE												.17	.19	.14	.32	.35		.16	-.14	
229	AFFECT HERO																				
	TOTAL NEGATIVE																				
230	AFFECT HERO	-.16	-.37	-.28	-.22	-.37		-.39		-.39	-.17	-.34		-.38	-.16	-.17	-.15	-.41		-.19	

HYPOTHESIS 3e: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		128 Story 1 COP. EFF. 10	14	143 Story 2 COP. EFF. 10	14	157 Story 3 COP. EFF. 10	14	171 Story 4 COP. EFF. 10	14	185 Story 5 COP. EFF. 10	14	199 Story 6 COP. EFF. 10	14	213 Story 7 COP. EFF. 10	14	227 TOTAL COP. EFF. 10	14
	STORY 1																
130	RES.LENGTH					.16		.16									
	STORY 2																
144	RES.LENGTH	-.14														-.15	
	STORY 3																
158	RES.LENGTH	-.23		-.19		.18				-.19	-.14	-.19				-.24	
	STORY 4																
172	RES.LENGTH	-.23				.22		.15		-.17						-.19	
	STORY 5																
186	RES.LENGTH					.18											
	STORY 6																
200	RES.LENGTH	-.16				.21				-.14							.15
	STORY 7																
214	RES.LENGTH	-.16			.16	.19				-.15						-.16	
	TOTAL RESPONSE																
228	LENGTH	-.16				.23				-.18						-.19	

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimensions and coping effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
100	AGGRESSION													.19			
83	AUTHORITY			.14								-.16			.17		
92	ANXIETY										.15						
74	IPR								.16								.15
65	TASK ACH.														.22		
	TOTAL																
109	STANCE						.15								.17		.18

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story

VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 TOTAL ENGAGEMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
101	AGGRESSION		.17									.15	-.16				
84	AUTHORITY																
93	ANXIETY																
	INTERPERSONAL																
75	RELATIONS		.17				.15				.16						.14
	TASK																
66	ACHIEVEMENT								-.15						.15		
	TOTAL																
110	ENGAGEMENT																

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Aid/ Advice x Aid/Advice

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
102	AGGRESSION		.18										-.25				
85	AUTHORITY																
94	ANXIETY																
	ACADEMIC																
67	TASK ACH.																
	TOTAL																
111	AID/ADVICE	.19					.14										

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
103	AGGRESSION		.18														
86	AUTHORITY																
95	ANXIETY				-.14							-.18					
	INTERPERSONAL																
77	RELATIONS	.22	.16						.18								
	TASK																
68	ACHIEVEMENT			-.16													
	TOTAL																
112	COPING EFF.	.18										-.15			.14		

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		209 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
	SENTENCE	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	POSITIVE AFFECT																
107	AGGRESSION																
	POSITIVE AFFECT																
90	AUTHORITY																
	POSITIVE AFFECT										-.17						
99	ANXIETY																
	POSITIVE AFFECT																
81	IPR		.17														
	POSITIVE AFFECT																
72	TASK ACH.																
	TOTAL																
116	POSITIVE AFFECT										-.16						

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE								-.14								
	AGGRESSION													.15			.14
105	DEPRESSIVE																
	AUTHORITY												.15				
87	HOSTILE																
	AUTHORITY																
88	DEPRESSIVE	.16															
	ANXIETY														-.14		
96	HOSTILE					.14											
	ANXIETY																.14
97	DEPRESSIVE				.17						.20						
	IPR																-.14
78	HOSTILE																
	IPR																
79	DEPRESSIVE																
	TASK ACH.																
69	HOSTILE																
	TASK ACH.																
70	DEPRESSIVE																
	TOTAL																
113	HOSTILE																
	TOTAL																
114	DEPRESSIVE				.14									.13			.14

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 TOTAL NEG. AFFECT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	NEGATIVE AFF.																
107	AGGRESSION																
	POSITIVE AFF.																
90	AUTHORITY																
	POSITIVE AFF.					.14											
99	ANXIETY																
	POSITIVE AFF.																
81	IPR		.19									.28			.14		.14
	POSITIVE AFF.																
72	TASK ACH.					.15											
	TOTAL																
116	POSITIVE AFF.		.15			.16					-.17	.20					.15

FIGURE 5

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		160 Story 3 AGGRESSION 10	160 Story 3 AGGRESSION 14	188 Story 5 AUTHORITY 10	188 Story 5 AUTHORITY 14	174 Story 4 ANXIETY 10	174 Story 4 ANXIETY 14	202 Story 6 ANXIETY 10	202 Story 6 ANXIETY 14	146 Story 2 IPR 10	146 Story 2 IPR 14	132 Story 1 A - TA 10	132 Story 1 A - TA 14	216 Story 7 NA - TA 10	216 Story 7 NA - TA 14	230 TOTAL NEG. AFF. 10	230 TOTAL NEG. AFF. 14
	AGGRESSION																
104	HOSTILE AGGRESSION							-.21									
105	DEPRESSIVE AUTHORITY	-.16						.17									
87	HOSTILE AUTHORITY																
88	DEPRESSIVE ANXIETY					-.15											
96	HOSTILE ANXIETY						.17										
97	DEPRESSIVE IPR		.14														-.17
78	HOSTILE IPR	.15					-.15										
79	DEPRESSIVE TASK ACH.																
69	HOSTILE TASK ACH.																
70	DEPRESSIVE TOTAL																
115	HOSTILE TOTAL	.15															
114	DEPRESSIVE																.15

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE 10	65 TASK ACH. STANCE 14	66 TASK ACH. ENGAGEMENT 10	66 TASK ACH. ENGAGEMENT 14	67 TASK ACH. AID/ADVICE 10	67 TASK ACH. AID/ADVICE 14	109 TOTAL STANCE 10	109 TOTAL STANCE 14	110 TOTAL ENGAGEMENT 10	110 TOTAL ENGAGEMENT 14	111 TOTAL AID/ADVICE 10	111 TOTAL AID/ADVICE 14
	SAI												
37	TASK ACH.			.15		.16				.17		.17	
	TOTAL												
42	SAI SCORE	.27		.28		.30		.24	.14	.27		.28	

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE 10	74 IPR STANCE 14	75 IPR ENGAGEMENT 10	75 IPR ENGAGEMENT 14	76 IPR AID/ADVICE 10	76 IPR AID/ADVICE 14	109 TOTAL STANCE 10	109 TOTAL STANCE 14	110 TOTAL ENGAGEMENT 10	110 TOTAL ENGAGEMENT 14	111 TOTAL AID/ADVICE 10	111 TOTAL AID/ADVICE 14
	SAI												
40	IPR		.15		.15		.14	.22		.18		.19	
	TOTAL												
42	SAI SCORE							.24	.14	.27		.28	

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE 10	83 AUTHORITY STANCE 14	84 AUTHORITY ENGAGEMENT 10	84 AUTHORITY ENGAGEMENT 14	85 AUTHORITY AID/ADVICE 10	85 AUTHORITY AID/ADVICE 14	109 TOTAL STANCE 10	109 TOTAL STANCE 14	110 TOTAL ENGAGEMENT 10	110 TOTAL ENGAGEMENT 14	111 TOTAL AID/ADVICE 10	111 TOTAL AID/ADVICE 14
	SAI												
38	AUTHORITY	.20	.16	.18		.16		.21	.19	.20		.22	
	TOTAL												
42	SAI SCORE	.28		.23		.21		.24	.14	.27		.28	

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		92 ANXIETY STANCE 10	92 ANXIETY STANCE 14	93 ANXIETY ENGAGEMENT 10	93 ANXIETY ENGAGEMENT 14	94 ANXIETY AID/ADVICE 10	94 ANXIETY AID/ADVICE 14	109 TOTAL STANCE 10	109 TOTAL STANCE 14	110 TOTAL ENGAGEMENT 10	110 TOTAL ENGAGEMENT 14	111 TOTAL AID/ADVICE 10	111 TOTAL AID/ADVICE 14
	SAI												
41	ANXIETY												
	TOTAL												
42	SAI SCORE					.14		.24	.14	.27		.28	

FIGURE 3

MAIN TABLE OF INTERCORRELATIONS - STAGE III

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 AGGRESSION STANCE		101 AGGRESSION ENGAGEMENT		102 AGGRESSION AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
39	AGGRESSION TOTAL							.23		.29		.31	
42	SAI SCORE						*	.24	.14	.27		.28	

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE				
122	ENGAGEMENT				
123	INITIATION				
124	AID/ADVICE				
125	SOLVER				
126	IMPLEMENTATION	-.14		-.16	
127	OUTCOME EVALUATION				
128	OF OUTCOME				
134	INSTRUMENTALITY			-.14	
	TOTALS				
219	STANCE		.16		
220	ENGAGEMENT				.21
221	INITIATION				
222	AID/ADVICE				.19
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI IPR 10	40 SAI IPR 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	INTERPERSONAL RELATIONS				
135	STANCE				
136	ENGAGEMENT				.15
137	INITIATION	-.16			
138	AID/ADVICE				
139	SOLVER				
140	IMPLEMENTATION				
141	OUTCOME EVALUATION				
142	OF OUTCOME				.15
148	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.21
221	INITIATION				
222	AID/ADVICE				.19
223	SOLVER				
224	IMPLEMENTATION		.20		
225	OUTCOME EVALUATION		.17		
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION 10	39 SAI AGGRESSION 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	AGGRESSION				
149	STANCE				
150	ENGAGEMENT		.19		.14
151	INITIATION		.20		
152	AID/ADVICE		.22		.15
153	SOLVER		.20		
154	IMPLEMENTATION		.20		.14
155	OUTCOME EVALUATION				.14
156	OF OUTCOME		.14		.16
162	INSTRUMENTALITY		.24		.16
	TOTALS				
219	STANCE				
220	ENGAGEMENT		.20		.21
221	INITIATION				
222	AID/ADVICE		.23		.19
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY	10	14	10	14
	STORY 4				
163	STANCE				
164	ENGAGEMENT				.17
165	INITIATION				
166	AID/ADVICE			.14	
167	SOLVER				
168	IMPLEMENTATION				
169	OUTCOME				
170	EVALUATION OF OUTCOME				
176	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.21
221	INITIATION				
222	AID/ADVICE				.19
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME				
226	EVALUATION OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY		42 SAI TOT. SCORE	
	AUTHORITY	10	14	10	14
177	STANCE				
178	ENGAGEMENT		.16		.18
179	INITIATION				
180	AID/ADVICE	.14			.15
181	SOLVER	.16			
182	IMPLEMENTATION				
183	OUTCOME				
184	EVALUATION OF OUTCOME				
190	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT		.16		.21
221	INITIATION				
222	AID/ADVICE				.19
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME				
226	EVALUATION OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	ANXIETY STORY 6				
191	STANCE				
192	ENGAGEMENT				
193	INITIATION				
194	AID/ADVICE				
195	SOLVER				
196	IMPLEMENTATION	.14			
197	OUTCOME EVALUATION	.26			
198	OF OUTCOME	.16			
204	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				.21
221	INITIATION				
222	AID/ADVICE				.19
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH. 10	37 SAI TASK ACH. 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	NONACADEMIC TASK ACHIEVE.				
205	STANCE				
206	ENGAGEMENT			.15	
207	INITIATION				
208	AID/ADVICE				
209	SOLVER				
210	IMPLEMENTATION				
211	OUTCOME EVALUATION				
212	OF OUTCOME				
218	INSTRUMENTALITY				
	TOTALS				
219	STANCE		.16		
220	ENGAGEMENT				.21
221	INITIATION				
222	AID/ADVICE				.19
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

FIGURE 3

FINAL TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		102 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT			.16		.17	.22			.16		.19	.14
38	AUTHORITY			.31	.17	.16	.14			.27	.18	.31	.17
39	AGGRESSION		.23	.35				.17	.15	.25		.29	.22
	INTERPERSONAL												
40	RELATIONS			.26					.19	.23		.21	.18
41	ANXIETY			.22						.18	.23		
	TOTAL												
42	SAI SCORE			.37			.15		.14	.31	.16	.32	.25

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT																
38	AUTHORITY					.15											
39	AGGRESSION		.24		.17												.14
	INTERPERSONAL																
40	RELATIONS		.19									-.14					.17
41	ANXIETY																
	TOTAL																
42	SAI SCORE		.18		.14												.15

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		201 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT	-.16	-.15	-.15				-.17							.15	-.16	
38	AUTHORITY																
39	AGGRESSION				.14	.14							-.14				
	INTERPERSONAL																
40	RELATIONS							-.18				.15			.14		
41	ANXIETY																
	TOTAL																
42	SAI SCORE																

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT											-.18					
38	AUTHORITY																
39	AGGRESSION																
	INTERPERSONAL																
40	RELATIONS				-.17							-.17					
41	ANXIETY			-.14											-.17		
	TOTAL																
42	SAI SCORE											-.16					

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS. AFF. TASK ACH.		81 POS. AFF. IPR		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		107 POS. AFF. AGGRESSION		116 POS. AFF. TOTAL	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT							-.18					
	AUTHORITY	.14											
38								-.18					
	AGGRESSION												
	INTERPERSONAL								.17				
40	RELATIONS												
	ANXIETY							-.16					
	TOTAL												
42	SAI SCORE							-.18					

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
	TASK ACHIEVE.					-.14						-.14	
69	HOSTILE TASK ACHIEVE.			-.22	-.21						-.28	-.16	-.19
70	DEPRESSIVE IPR								-.17				
78	HOSTILE IPR					-.20					-.18	-.17	
79	DEPRESSIVE AUTHORITY			-.20		-.18						-.20	
87	HOSTILE AUTHORITY	-.15				-.20		-.21				-.19	
88	DEPRESSIVE ANXIETY						-.17		-.20			-.20	-.19
96	HOSTILE ANXIETY	-.34	-.21	-.22									
97	DEPRESSIVE AGGRESSION				-.14								-.16
104	HOSTILE AGGRESSION			-.16			-.24		-.20				
105	DEPRESSIVE TOTAL											-.23	.18
113	HOSTILE TOTAL	-.19		-.24		-.19	-.22		-.24				
114	DEPRESSIVE			-.15	-.18	-.20		-.18			-.19	-.17	-.14

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																		
108	ATTITUDE		.19																
	TOTAL																		
109	STANCE																	.15	
	TOTAL																		
110	ENGAGEMENT																		
	TOTAL								-.14										
111	AID/ADVICE																		
	TOTAL																		
112	COPING EFF.	.15	.17									.15							
	TOTAL																		
219	STANCE																		
	TOTAL																		
220	ENGAGEMENT																		
	TOTAL														-.15				
221	INITIATION			-.16															
	TOTAL																		
222	AID/ADVICE																		
	TOTAL									.14									
223	SOLVER																		
	TOTAL							-.14											
224	IMPLEMENTATION																		
	TOTAL																		
225	OUTCOME																		
	TOTAL EVAL.																		
226	OF OUTCOME																		
	TOTAL																	-.14	
227	COPING EFF.																		
	TOTAL																	-.16	
232	INSTRUMENTALITY			-.15															

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																		
37	ACHIEVEMENT		.23	-.22		-.14	-.20					.21							
38	AUTHORITY		.14				-.20												
39	AGGRESSION	.14	.23							.16									.16
	INTERPERSONAL																		
40	RELATIONS		.15															.15	.16
41	ANXIETY					-.14													
	TOTAL																		
42	SAI SCORE		.27									.14							

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - SAMP III

HYPOTHESIS 52: The Occupational Value Intrinsic measures will be negatively related with Views of Life Active Response measures.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

	V61	14 OCC. VAL. ALTRUISM 14	15 OCC. VAL. ESTHETICS 14	16 OCC. VAL. INDEP. 14	17 OCC. VAL. MANAGEMENT 14	19 OCC. VAL. SELF-SATIS 14	20 OCC. VAL. INTEL.STIM 14	21 OCC. VAL. CREATIVITY 14	27 OCC. VAL. VARIETY 14	29 OCC. VAL. INTRINSIC 14
43	LOCUS OF CONTROL ACADEMIC									
44	LOCUS OF CONT. ACTION -									
45	INACTION IMMEDIATE -									.14
46	DELAYED RATE OF					-.19				
47	ACTION INTRINSIC -									
48	EXTRINSIC TASK ACH. -						.16			
49	IPR COMPETITION -					.16				
50	CO-OPERATION INDEPENDENT -	-.14			.17	-.18	-.14			
51	INTERDEPENDENT EARNED STATUS -	-.18		.29					.17	
52	BESTOWED STATUS CONFRONT -	.15			-.15	.17	.16		.26	.21
53	AVOID SELF-INITI.									
54	OTHER INITI. SELF SOLVER -		-.17							
55	OTHER SOLVER SELF-JOINT	-.14								
56	IMPLEMENTATION INSTRUMENT -	-.15								
58	FANTASY CONT./EXPRESS									
59	ACTIVITY & ACCEPT. ACT./PASS.							-.14		
60	UNDER STRESS POS./NEG.									
61	SELF-CONTROL VIEW OF				.14					
62	LIFE TOTAL									
63	SCORE			.14						

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
229	TOTAL STORY POS. AFFECT												-.18						
116	TOTAL SENT. POS. AFFECT	.19						-.18											

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
113	SENTENCE TOTAL HOSTILE	-.18									-.16								
114	TOTAL DEPRESSIVE						.20		-.20	.17									
230	TOTAL STORY NEGATIVE AFF.																		

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE																
	TOTAL																
220	ENGAGEMENT													.14			
	TOTAL																
221	INITIATION													.18			
	TOTAL																
222	AID/ADVICE													.16			
	TOTAL																
223	SOLVER																
	TOTAL																
224	IMPLEMENTATION																
	TOTAL																
225	OUTCOME																
	TOTAL EVAL.																
226	OF OUTCOME																
	TOTAL																
227	COPING EFF.													.15		.14	
	TOTAL																
232	INSTRUMENTALITY													.20		.16	
	SENT. TOTAL																
108	ATTITUDE										-.21		-.22				
	TOTAL																
109	STANCE	-.14														-.15	
	TOTAL																
110	ENGAGEMENT																
	TOTAL																
111	AID/ADVICE									.14					.14		
	TOTAL																
112	COPING EFF.	-.15													.14		

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good Coping measure.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	SAI GOOD COP. MEASURES	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVE.																
38	AUTHORITY										-.16	-.14					
39	AGGRESSION							-.14	-.17								-.16
40	INTERPERSONAL RELATIONS						-.17							-.19		-.15	-.16
41	ANXIETY										-.20						
	TOTAL																
42	SAI																

FIGURE 3

ITEM TABLE OF INTERCORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures

		18 OCC. VAL. SUCCESS 14	22 OCC. VAL. SECURITY 14	23 OCC. VAL. PRESTIGE 14	24 OCC. VAL. ECON. REL. 14	25 OCC. VAL. ALTRUISTIC 14	26 OCC. VAL. ASSOCIATES 14	28 OCC. VAL. FOR FATHER 14	30 OCC. VAL. EXTRINSIC 14
V61									
43	LOCUS OF CONTROL ACADEMIC					.15		-.16	
44	LOCUS OF CONT. ACTION -								-.14
45	INACTION IMMEDIATE -								
46	DELAYED RATE OF								
47	ACTION INTRINSIC -		-.19						
48	EXTRINSIC TASK ACH. -								
49	IPR COMPETITION -					-.27	-.25		
50	CO-OPERATION INDEPENDENT -	.15		.22	.17				
51	INTERDEPENDENT EARNED STATUS -					.19			
52	BESTOWED STATUS CONFORM -	-.22			-.26				-.21
53	AVOID SELF-INITI.				-.16				
54	OTHER INITI. SELF SOLVER -								
55	OTHER SOLVER SELF-JOINT							-.14	
56	IMPLEMENTATION INSTRUMENT -						-.14	.17	
58	FANTASY CONT./EXPRESS-								
59	IVITY & ACCEPT. ACT./PASS.			-.14					
60	UNDER STRESS POS./NEG.		-.20						
61	SELF-CONCEPT VIEW OF						-.14		
62	LIFE TOTAL								
63	SCORE								

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. REL. 10 14	25 OCC. VAL. ALTRUISTIC 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOR FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
229	STORY TOTAL POS. AFFECT								
116	SENTENCE TOTAL POS. AFFECT		-.15		-.14				

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. REL. 10 14	25 OCC. VAL. ALTRUISTIC 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOR FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
113	TOTAL HOSTILE			.14	.13	-.13			
114	TOTAL DEPRESSIVE	-.14			.10	-.22	-.17		
230	TOTAL STORY NEGATIVE AFFECT				-.21	-.17			

ITALY - TABLE OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STORY		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL. OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
OCC. INT.																				
31* ASPIRATION OCCUPATIONAL																			-.22	
32* EXPECTATION OCCUPATIONAL	-.17						-.15								-.17				-.24	
34* ASPIRATION EDUCATIONAL		.14											.16						-.14	.14

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ST. ITEMS		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
31* ASPIRATION OCCUPATIONAL				-.17				-.14		-.16
32* EXPECTATION OCCUPATIONAL			-.21	-.18			-.15	-.16	-.17	-.21
34* ASPIRATION EDUCATIONAL		.13								

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures.

	37 SAI TOTAL ACS.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
31* ASPIRATION OCCUPATIONAL												
32* EXPECTATION EDUCATIONAL			-.20					-.16				
34* ASPIRATION			-.16									

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

	V#1	31* OCC. INT. OCC. ASP. 14	32* OCC. INT. OCC. INT. 14	36* OCC. INT. ED. ASP. 14
43	LOCUS OF CONTROL ACADEMIC			
44	LOCUS OF CONT. ACTION -			
45	INACTION IMMEDIATE -			
46	DELAYED RATE OF	-.16		
47	ACTION INTRINSIC -			
48	EXTRINSIC TASK ACH. -			
49	IPR COMPETITION -			
50	CO-OPERATION INDEPENDENT -			.16
51	INTERDEPENDENT EARNED STATUS -			
52	BESTOWED STATUS CONFRONT -			
53	AVOID SELF-INITI.		-.15	-.15
54	OTHER INITI. SELF SOLVEP -	-.16	-.21	
55	OTHER SOLVER SELF-JOINT			
56	IMPLEMENTATION INSTRUMENT -			
58	FANTASY CONT./EXPRESS-	-.14	-.16	-.18
59	IVITY & ACCEPT. ACT./PASS.		-.18	-.19
60	UNDER STRESS POS./NEG.			
61	SELF-CONCEPT VIEW OF			
62	LIFE TOTAL			
63	SCORE	-.14	-.22	-.17

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		209 STORY COT. POS. AFF. 10	14	116 SENT. TOT. POS. AFF. 10	14
31*	OCCUPATIONAL ASPIRATION	.18			
32*	OCCUPATIONAL EXPECTATION				
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILE 10	14	114 TOTAL DEPRESSIVE 10	14	230 TOTAL STORY N.A. 10	14
31*	OCCUPATIONAL ASPIRATION					.20	
32*	OCCUPATIONAL EXPECTATION						
36*	EDUCATIONAL ASPIRATION						-.13

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Intrinsic Values x Criterion

		16 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		26 OCC. VAL. INDEP.		17 OCC. VAL. MANAGERIAL		19 OCC. VAL. SELF-REALIZ.		20 OCC. VAL. INTELLECTUAL		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH ACHIEVEMENT													.29				.18	
3	READING ACHIEVEMENT							-.14					.14	.24	.17				
4	G.P.A.	.24						-.20										.14	
5	BRS TASK ACHIEVE.	.16																	
6	BRS AUTHORITY																		
7	BRS IPR	.14																	
8	BRS IMPLEMENTATION	.18																	
9	BRS SELF-ASSERTION		-.18				.21												
10	BRS INITIATION	.19						-.19											
11	BRS SOLVER	.20					.17	-.17						.14					
12	BRS AGGRESSION							-.18					-.16						
13	BRS ANXIETY						.15												

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT															-.18	
3	READING ACHIEVEMENT				-.15			-.20				-.17			.14		
4	G.P.A.							-.26								-.14	
5	BRS TASK ACHIEVE.		-.15														
6	BRS AUTHORITY																
7	BRS IPR							-.14									
8	BRS IMPLEMENTATION						-.14								.15		
9	BRS SELF-ASSERTION																
10	BRS INITIATION							-.15									
11	BRS SOLVER							-.18				.15					
12	BRS AGGRESSION																
13	BRS ANXIETY													.14			

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC. VAL. OCC. ASP.		32* OCC. VAL. OCC. EXP.		36* OCC. VAL. ED. ASP.	
		10	14	10	14	10	14
	ACHIEVEMENT						
2	MATH ACHIEVEMENT				-.23	-.19	-.32
3	READING ACHIEVEMENT	-.20	-.40	-.32	-.49	-.36	-.43
4	G.P.A.	-.19	-.16	-.32		-.43	-.32
5	BRS TASK ACHIEVE.	-.23		-.23		-.23	-.14
6	BRS AUTHORITY	-.20		-.21		-.24	-.16
7	BRS IPR	-.20		-.19		-.20	-.16
8	BRS IMPLEMENTATION	-.20		-.22		-.20	-.15
9	BRS SELF-ASSERTION						
10	BRS INITIATION	-.21		-.21		-.24	-.16
11	BRS SOLVER	-.19		-.22		-.24	.17
12	BRS AGGRESSION	-.15					

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 69: There will be negative relationships between the Occupational Interest discrepancy score and the Criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement SRS
VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT./ E/P./ASP. 10	34 OCC. INT./ E/P./ASP. 14	35 OCC. INT./ OCC./ASP. 10	35 OCC. INT./ OCC./ASP. 14
	ACHIEVEMENT				
2	MATH				-.17
	ACHIEVEMENT				
3	READING	-.19			-.18
	ACHIEVEMENT				
4	G.P.A.	-.26		-.27	
	SRS				
5	TASK ACHIEVE.				
	SRS				
6	AUTHORITY				
	SRS				
7	IPR			-.17	
	SRS				
8	IMPLEMENTATION				
	SRS				
9	SELF-ASSERTION			-.21	
	SRS				
10	INITIATION				
	SRS				
11	SOLVER	-.14		-.23	
	SRS				
12	AGGRESSION				
	SRS				
13	ANXIETY				

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement - SRS
VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH. 10	37 SAI TASK ACH. 14	38 SAI AUTHORITY 10	38 SAI AUTHORITY 14	39 SAI AGGRESSION 10	39 SAI AGGRESSION 14	40 SAI IPR 10	40 SAI IPR 14	41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOTAL 10	42 SAI TOTAL 14
	ACHIEVEMENT												
2	MATH	.16										.17	
	ACHIEVEMENT												
3	READING												
	ACHIEVEMENT												
4	G.P.A.	.14		.18								.14	
	SRS												
5	TASK ACHIEVE.	.17											
	SRS												
6	AUTHORITY	.14											
	SRS								.17				
7	IPR	.16	-.19										
	SRS												
8	IMPLEMENTATION	.17					.14			.16			
	SRS												
9	SELF-ASSERTION		-.34		-.16								-.14
	SRS												
10	INITIATION	.16		.17								.12	
	SRS								.14				
11	SOLVER		-.20										
	SRS												
12	AGGRESSION												
	SRS												
13	ANXIETY	-.26	-.32			-.19						-.16	

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS
VARIABLES: Views of Life - Achievement BRS

		2 ACHIEVE. MATH 14	3 ACHIEVE. READING 14	4 ACHIEVE. G.P.A. 14	5 BRS TASK ACH 14	6 BRS AUTH. 14	7 BRS IPR 14	8 BRS IMPLE. 14	9 BRS SELF-AST. 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS AGGRES. 14	13 BRS ANXIETY 14
V#1	LOCUS OF CONTROL ACADEMIC			.18									
44	LOCUS OF CONT. ACTION -			-.14						-.20			
45	INACTION IMMEDIATE -												
46	DELAYED RATE OF		.20								.15		
47	ACTION INTRINSIC -		.19						.17				
48	EXTRINSIC TASK ACH. -			.16									
49	IPR COMPETITION -										-.16		
50	CO-OPERATION INDEPENDENT -	.20									.15		
51	INTERDEPENDENT EARNED STATUS -		.18			-.15							
52	BESTOWED STATUS CONFRONT -			.21	.14								
53	AVOID SELF-INITI.						.16						
54	OTHER INITI. SELF SOLVER		.22				.18						
55	OTHER SOLVER SELF-JOINT												
56	IMPLEMENTATION INSTRUMENT -					.15							
58	FANTASY CONT./EXPRESS-		.17	.20	.18	.16		.18		.19	.14		
59	IVITY & ACCEPT. ACT./PASS.										-.15		
60	UNDER STRESS POS./NEG.	.17	.23								.25		
61	SELF-CONCEPT VIEW OF				.15		.15						-.21
62	LIFE TOTAL												
63	SCORE		.28	.17	.19	.14		.14			.18		

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS
VARIABLES: Stance x Criterion measures

		100 STANCE AGGRESSION 10	14	83 STANCE AUTHORITY 10	14	92 STANCE ANXIETY 10	14	74 STANCE IPR 10	14	65 STANCE TASK ACH. 10	14	109 STANCE TOTAL 10	14
2	ACHIEVEMENT MATH	-.16											
3	ACHIEVEMENT READING							.16				.14	
4	ACHIEVEMENT G.P.A.			.14		.14						.17	
5	BRS TASK ACH.					.15						.14	
6	BRS AUTHORITY					.18						.14	
7	BRS IPR							.15					
8	BRS IMPLEMENTATION												
9	BRS SELF-ASSERTION												
10	BRS INITIATION												
11	BRS SOLVER					.16		.18				.15	
12	BRS AGGRESSION											.16	
13	BRS ANXIETY					.15							

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73. There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT						-.18	.18					
3	READING ACHIEVEMENT					.14						.14	
4	G.P.A. BRS					.15							
5	TASK ACHIEVE. BRS					.27							
6	AUTHORITY BRS							.15					
7	IPR BRS												
8	IMPLEMENTATION BRS												
9	SELF-ASSERTION BRS					.16							
10	INITIATION BRS							.14					
11	SOLVER BRS												
12	AGGRESSION BRS												
13	ANXIETY												

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT	-.17					-.17	.18				.15	
3	READING ACHIEVEMENT			.16								.19	
4	G.P.A. BRS												
5	TASK ACHIEVE. BRS					.25						.15	
6	AUTHORITY BRS							.15					
7	IPR BRS												
8	IMPLEMENTATION BRS												
9	SELF-ASSERTION BRS												
10	INITIATION BRS												
11	SOLVER BRS							.14					
12	AGGRESSION BRS				-.14								
13	ANXIETY												

FIGURE 3

MAIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH												
	ACHIEVEMENT												
3	READING			.16				.18				.22	
	ACHIEVEMENT												
4	G.P.A.					.16				.14		.18	
	BRS												
5	TASK ACH.								.17				
	BRS												
6	AUTHORITY					.19							
	BRS												
7	IPR		.20					.14					
	BRS												
8	IMPLEMENTATION		.14						.16				
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION								.17				.16
	BRS												
11	SOLVER					.15							
	BRS												
12	AGGRESSION		.16									.14	
	BRS												
13	ANXIETY						-.15						

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.		108 ATTITUDE TOTAL	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH										
	ACHIEVEMENT							-.19			
3	READING										
	ACHIEVEMENT						-.19	-.14			
4	G.P.A.										
	BRS										
5	TASK ACH.		.15								
	BRS										
6	AUTHORITY										
	BRS										
7	IPR										
	BRS										
8	IMPLEMENTATION		.17								
	BRS										
9	SELF-ASSERTION			.14					-.20		-.17
	BRS										
10	INITIATION		.17								
	BRS										
11	SOLVER						-.14	-.19	-.14		-.15
	BRS										
12	AGGRESSION				-.14						
	BRS										
13	ANXIETY		-.16			-.15				-.14	-.18

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH					-.15							
	ACHIEVEMENT												
3	READING								.21				.15
	ACHIEVEMENT												
4	G.P.A.												
	BRS												
5	TASK ACH.												
	BRS								.17				
6	AUTHORITY												
	BRS												
7	IPR												
	BRS								.19				
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS						-.14						
10	INITIATION												
	BRS							.19					
11	SOLVER												
	BRS								.16				
12	AGGRESSION												
	BRS												
13	ANXIETY					.29						.15	

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						
	DEPRESSIVE						
105	AGGRESSION						
	HOSTILE						
87	AUTHORITY						.16
	DEPRESSIVE						
88	AUTHORITY						
	HOSTILE						
96	ANXIETY						
	DEPRESSIVE						
97	ANXIETY						
	HOSTILE						
78	IPR				-.14		-.14
	DEPRESSIVE						
79	IPR						
	HOSTILE						
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE			-.14			
	TOTAL						
114	DEPRESSIVE						

FIGURE 4

MAIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH.		6 BRS AUTHORITY		7 BRS IPR		8 BRS IMPLEMENT.		9 BRS SELF-ASST.		10 BRS INITIATION		11 BRS SOLVER		12 BRS AGGRESSION		13 BRS ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	HOSTILE																		
104	AGGRESSION						-.16										-.14		
	DEPRESSIVE																		
105	AGGRESSION																		
	HOSTILE																		
87	AUTHORITY																		
	DEPRESSIVE									.16									
88	AUTHORITY																		.14
	HOSTILE																		
96	ANXIETY																		
	DEPRESSIVE								-.14				-.14		-.20				
97	ANXIETY		-.17																
	HOSTILE									.14									
78	IPR																-.15		
	DEPRESSIVE																		
79	IPR		-.16																
	HOSTILE												-.14				-.14		
69	TASK ACH.						-.14												
	DEPRESSIVE																		
70	TASK ACH.																		
	TOTAL																		
113	HOSTILE																		
	TOTAL																		
114	DEPRESSIVE																		

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION		177 Story 3 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH		-.16														
	ACHIEVEMENT																
3	READING		-.18	-.14								-.14		.16			
	ACHIEVEMENT																
4	G.P.A.		-.17									-.15			-.16		-.20
	BRS																
5	TASK ACH.		-.19	-.17					-.17								-.17
	BRS																
6	AUTHORITY								-.14								
	BRS																
7	IPR	.14		-.20	-.17				-.17								-.17
	BRS																
8	IMPLEMENTATION		-.15	-.20													
	BRS																
9	SELF-ASSERTION			-.14					-.25								-.16
	BRS																
10	INITIATION		-.17	-.20													
	BRS																
11	SOLVER		-.20	-.15					-.30		-.15						-.22
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY			-.14				.15									

FIGURE 3

DAILY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		159 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH						.14				-.10						
	ACHIEVEMENT																
3	READING		-.24								-.26	-.25		.14			-.25
	ACHIEVEMENT																
4	G.P.A.										-.15				-.14		-.15
	BRS																
5	TASK ACH.			-.15					-.16								
	BRS																
6	AUTHORITY											-.15					
	BRS																
7	IPR			-.15	-.15							-.16				-.14	
	BRS																
8	IMPLEMENTATION			-.17									-.15				
	BRS																
9	SELF-ASSERTION								-.21								
	BRS																
10	INITIATION			-.19					-.14			-.17					
	BRS																
11	SOLVER			-.17					-.24			-.21				-.17	-.14
	BRS																
12	AGGRESSION				.14												
	BRS																
13	ANXIETY	.14		-.17							.15			-.15			

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH					.15	.15										
	ACHIEVEMENT																
3	READING		-.15			.15					-.19	-.23					-.16
	ACHIEVEMENT														-.18		
4	G.P.A.																
	BRS								-.19				-.14				-.14
5	TASK ACH.																
	BRS											-.14					
6	AUTHORITY																
	BRS				-.15			-.15				-.17				-.16	
7	IPR																
	BRS												-.17				
8	IMPLEMENTATION																
	BRS								-.18							-.14	
9	SELF-ASSERTION																
	BRS			-.14					-.14			-.17					
10	INITIATION																
	BRS							-.12	-.23			-.21				-.18	
11	SOLVER																
	BRS				.14												
12	AGGRESSION																
	BRS			-.17													
13	ANXIETY																

HYPOTHESIS 82: There will be a positive relationship between the criterion measures and the Story Completion Coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Aid/Advice x Criterion measures

		153 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA		222 TOTAL AID ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT											-.14					
3	READING ACHIEVEMENT		-.20								-.18	-.24					
4	G.P.A. BRS																
5	TASK ACHIEVE. BRS											-.15	-.14				
6	AUTHORITY BRS			.15					-.14			-.15					
7	IPR BRS											-.14					
8	IMPLEMENTATION BRS								-.16			-.14	-.18				
9	SELF-ASSERTION BRS																
10	INITIATION BRS								-.14			-.20					
11	SOLVER BRS								-.20			-.23					
12	AGGRESSION BRS																
13	ANXIETY																

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Solver x Criterion measures

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT								.15		-.20	-.24		.14			
4	G.P.A. BRS														-.16		-.14
5	TASK ACH. BRS								-.16								-.15
6	AUTHORITY BRS								-.14								
7	IPR BRS											-.17				-.18	
8	IMPLEMENTATION BRS												-.14			-.15	
9	SELF-ASSERTION BRS								-.17								
10	INITIATION BRS											-.17				-.15	
11	SOLVER BRS								-.21		-.16	-.22				-.17	
12	AGGRESSION BRS								-.18								
13	ANXIETY													-.17			

FIGURE 3

MAIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		146 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 SA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH											-.18					
	ACHIEVEMENT																
3	READING											-.25		.21			
	ACHIEVEMENT																-.14
4	G.P.A.																
	BRS												-.17	.17			-.16
5	TASK ACHIEVE.																
	BRS												-.16				
6	AUTHORITY																
	BRS											-.14		.18			
7	IPR																
	BRS											-.1.	-.19	.14			
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS					-.15						-.20	-.18	.15			-.15
10	INITIATION																
	BRS							-.15				-.25	-.14			-.15	
11	SOLVER																
	BRS							-.14									
12	AGGRESSION																
	BRS																
13	ANXIETY			-.15													

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Outcome x Criterion measures

		155 Story 1 AGGRESSION		183 Story 6 AUTHORITY		169 Story 4 ANXIETY		197 Story 8 ANXIETY		141 Story 2 IPA		127 Story 1 A - TA		211 Story 7 SA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH				-.15												
	ACHIEVEMENT											-.24					
3	READING																
	ACHIEVEMENT						-.22										
4	G.P.A.																
	BRS						-.14			-.16			-.15				
5	TASK ACHIEVE.																
	BRS						-.20						-.16				
6	AUTHORITY																
	BRS						-.18			-.18							
7	IPA																
	BRS						-.21										
8	IMPLEMENTATION																
	BRS				-.18		-.20			-.18							
9	SELF-ASSERTION																
	BRS						-.19			-.14		-.14					
10	INITIATION																
	BRS						-.20			-.21		-.19				-.15	
11	SOLVER																
	BRS						-.15										
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - TABLE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL. OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT													.14			
3	READING ACHIEVEMENT																
4	G.P.A. BRS						-.24										
5	TASK ACH. BRS						-.14							.15			
6	AUTHORITY BRS		.14														
7	IPR BRS					.14											
8	IMPLEMENTATION BRS		.17								-.20			.16			
9	SELF-ASSERTION BRS						-.21										
10	INITIATION BRS		.16											.14			
11	SOLVER BRS										-.14						
12	AGGRESSION BRS				.15												
13	ANXIETY																

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT											-.14					
3	READING ACHIEVEMENT		-.15								-.17	-.28		.16			
4	G.P.A. BRS																-.13
5	TASK ACHIVE. BRS								-.16				-.14				-.14
6	AUTHORITY BRS											-.15		.15			
7	IPR BRS											-.15					
8	IMPLEMENTATION BRS												-.15				
9	SELF-ASSERTION BRS								-.21						-.14		
10	INITIATION BRS						-.16					-.18					
11	SOLVER BRS								-.24	-.19		-.24				-.15	
12	AGGRESSION BRS			-.17													
13	ANXIETY																

Figure 3

[illegible]

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-ONS

VARIABLES: [illegible]

		162 Story 5 AVOIDANCE		150 Story 5 AUTHORITY		174 Story 6 ANXIETY		204 Story 6 ANXIETY		158 Story 7 IPR		174 Story 7 SA - TA		214 Story 7 SA - TA		247 DEVELOPMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING		-.17			.15						-.23		.21	-.19		
	ACHIEVEMENT																
4	G.P.A.													.30	-.16		
	ONS																
5	TASK ACHIEVE.													.21			
	ONS																
6	AUTHORITY					.15								.27		.16	
	ONS																
7	IPR								-.16			-.16		.21			
	ONS													.27			
8	IMPLEMENTATION																
	ONS														-.16		
9	SELF-ASSERTION			-.16					-.19								
	ONS										.22	-.16		.22			
10	INITIATION																
	ONS								-.15			-.19		.16	-.15		-.16
11	SOLVER																
	ONS																
12	AGGRESSION																
	ONS																
13	ANXIETY			-.17													

HYPOTHESIS 89. There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-ONS

VARIABLES: Positive Affect Ones + Criterion

		150 Story 5 EXPLORATION		187 Story 5 AUTHORITY		173 Story 6 ANXIETY		204 Story 6 ANXIETY		149 Story 7 IPR		131 Story 7 SA - TA		215 Story 7 SA - TA		279 POS AF.DESC TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.		.16				-.16										
	ONS																
5	TASK ACHIEVE.	.15	.35			.16								.16			
	ONS																
6	AUTHORITY		.19														
	ONS																
7	IPR					.19									-.16		
	ONS																
8	IMPLEMENTATION	.19	.30														
	ONS																
9	SELF-ASSERTION																
	ONS																
10	INITIATION	.18	.21			.16								.18			
	ONS																
11	SOLVER		.19											.13			
	ONS																
12	AGGRESSION																
	ONS																
13	ANXIETY																

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

[redacted]: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Negative Affect Hero, Criterion measures

		148 Story 3 ACHIEVEMENT		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 EA - TA		230 NEG.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	[redacted] ACHIEVEMENT				.14												
3	READING ACHIEVEMENT												.21				
4	G.P.A.											.14					
5	[redacted]				.16			.14		.17						.18	.14
6	AUTHORITY			.20				.16								.22	.15
7	[redacted]																
8	[redacted]				.14			.16		.14						.19	.15
9	[redacted]								.15								
10	[redacted]						.14	.18		.17						.23	.16
11	[redacted]				.14					.16		.18				.17	.18
12	[redacted]												-.14				
13	[redacted]																

[redacted]: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Variables

		117 [redacted] CONCEPT		118 PARENT/ CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
117	[redacted] CONCEPT			.16		.79	.72	.75	.65
118	[redacted] INTERACTION	.16				.53	.39	.53	.53
119	[redacted] INTERACTION	.79	.72	.53	.39			.54	.25
120	[redacted] INTERACTION	.75	.65	.53	.53	.54	.25		

[redacted]: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 [redacted] CONCEPT		118 PARENT/ CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	[redacted] AUTHORITY								
61	[redacted] ATTITUDE	.79	.72				.31		
	[redacted] AUTHORITY								
63	[redacted] VIGNETTE								
	[redacted] AUTHORITY								
64	[redacted] ENGAGEMENT								
	[redacted] AUTHORITY								
65	[redacted] ADJUSTMENT								
	[redacted] AUTHORITY								
66	[redacted] COPING EFF.								
	[redacted] AUTHORITY								
70	[redacted] POS. AFFECT								

[redacted]: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Authority Hostile and Depressive Affect measures

		117 [redacted] CONCEPT		118 PARENT/ CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	[redacted] AUTHORITY								
80	[redacted] HOSTILE DEP.							-.13	
	[redacted] AUTHORITY								
44	[redacted] DEPRESSIVE DEP.	.19						.21	

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction Items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
108	TOTAL ATTITUDE	.21	.22		.14		.25	.16	.15
109	TOTAL STANCE								
110	TOTAL ENGAGEMENT	.15							
111	TOTAL AID/ADVICE								
112	TOTAL COPING EFF.		.16						
116	TOTAL POS. AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
113	TOTAL HOSTILE AFF.		-.16		.17			-.15	
114	TOTAL DEPRESSIVE AFF.			.15				.16	-.14

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
177	STORY FIVE STANCE						.14		
178	ENGAGEMENT						.16	-.14	
179	INITIATION						.14		
180	AID/ADVICE								
181	SOLVER								
182	IMPLEMENTATION						.15		
183	OUTCOME								
184	EVALUATION OF OUTCOME		.15				.15		
185	COPING EFFECTIVENESS						.18		
186	RESPONSE LENGTH								
187	POSITIVE AFFECT HERO								

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
188	STORY FIVE NEGATIVE AFFECT HERO			.14					

FIGURE 3

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY FOUR	10	14	10	14	10	14	10	14
	ANXIETY								
163	STANCE								
164	ENGAGEMENT						.15		
165	INITIATION								
166	AID/ADVICE								
167	SOLVER					.15			
168	IMPLEMENTATION			.17					
169	OUTCOME		-.15						
	EVALUATION								
170	OF OUTCOME								
	COPING								
171	EFFECTIVENESS								
	RESPONSE								
172	LENGTH				-.21				-.17
	POSITIVE								
173	AFFECT HERO								
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY SIX	10	14	10	14	10	14	10	14
	ANXIETY								
191	STANCE								-.14
192	ENGAGEMENT	.14						.18	-.17
193	INITIATION	.15						.18	
194	AID/ADVICE	.21				.18		.19	-.15
195	SOLVER	.22				.18		.21	
196	IMPLEMENTATION	.14						.17	
197	OUTCOME	.13				.14		.15	
	EVALUATION								
198	OF OUTCOME							.15	
	COPING								
199	EFFECTIVENESS	.18				.16		.19	
	RESPONSE								
200	LENGTH								-.14
	POSITIVE								
201	AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FOUR								
174	NEGATIVE AFF.				-.19				
	STORY SIX								
202	NEGATIVE AFF.				-.15				

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence and Tot Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY TOTALS	10	14	10	14	10	14	10	14
219	STANCE								
220	ENGAGEMENT								
221	INITIATION								
222	AID/ADVICE								
223	SOLVER								
224	IMPLEMENTATION								
225	OUTCOME EVALUATION								
226	OF OUTCOME COPING							.14	
227	EFFECTIVENESS RESPONSE								
228	LENGTH POSITIVE			-.18					
229	AFFECT HERO NEGATIVE								
232	INSTRUMENTALITY								

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion
VARIABLES: Parent/Child Interaction items of Sentence and Tot Negative Affect from Stor

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY TOTAL NEGATIVE	10	14	10	14	10	14	10	14
230	AFFECT HERO			-.23					

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Autonority area as well as the total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventor
VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	SAI	19	14	10	14	10	14	10	14
38	AUTHORITY SAI TOTAL	.28	.16			.22	.19	.19	
42	SCORE	.26				.25		.17	

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory
VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Fat

		120 FATHER INTERACT.	
	OCC. VALUE FOLLOW	10	14
28	FATHER		.20

FIGURE 3

ITALY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

	OCCUPATIONAL VALUES INVENTORY	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
14	ALTRUISM	.19		.18		.16		.25	-.16
15	ESTHETICS	-.20				-.18		-.15	
16	INDEPENDENCE	-.15		-.17		-.15		-.19	
17	MANAGEMENT								
19	SELF-SATISFACTION				-.16				
20	INTELLECTUAL STIMULATION								
21	CREATIVITY								
27	VARIETY								
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

	OCC. VALUES INV. EXTRINSIC	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
18	SUCCESS			-.14					
22	SECURITY								
23	PRESTIGE								
24	ECONOMIC RETURNS								
25	SURROUNDINGS				-.14				
26	ASSOCIATES								-.15
28	FOLLOW FATHER		.21				.16		.20
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation-Child Aspiration

	OCC.INT. INV. FATHER'S OCC.	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
35	CHILD'S ASP.		

ITALY TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life
VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total scores

		117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 14
	VIEWS OF LIFE				
43	LOCUS OF CONTROL ACADEMIC				
44	LOCUS OF CONT. ACTION -				
45	INACTION IMMEDIATE -		.16		
46	DELAYED RATE OF		.14		
47	ACTION INTRINSIC -				.19
48	EXTRINSIC TASK ACH. -				
49	IPR COMPETITION -		.15		
50	CO OPERATION INDEPENDENT -		.23		
51	INTERDEPENDENT EARNED STATUS				
52	BESTOWED STATUS CONFRONT -				
53	AVOID SELF-INITI.				
54	OTHER INITI. SELF SOLVER		.16		.15
55	OTHER SOLVER SELF-JOINT				
56	IMPLEMENTATION INSTRUMENT -				
58	FANTASY CONT./EXPRESS-	.16			
59	IVITY & ACCEPT. ACT./PASS.				
60	UNDER STRESS POS./NEG.				
61	SELF-CONCEPT VIEW OF	.20			.25
62	LIFE TOTAL				
63	SCORE		.15		.14

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement
VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN								
2	MATH								
3	READING GRADE								
4	POINT AVERAGE								

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS
VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL POS. NOMINA.								
6	AUTHORITY		.23				.18		

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS
VARIABLES: Parent/Child interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL POSITIVE								
8	NOM. INVOLVEMENT TOTAL POSITIVE		.19		-.15				
10	NOM. INITIATION TOTAL POSITIVE		.17						
11	NOM. SOLVER								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

INTRODUCTION

Slovenia, where this investigation was carried out, is one of six republics, and one of the five nationals in Yugoslavia; it has its own language. In Yugoslavia the population is not classified according to social classes. The existing socioeconomic differentiation is based on a man's job. An occupation requiring a greater amount of education and knowledge is as a rule better rewarded. The differences in income between individuals and families do not affect segregation according to residential areas and apartments.

The classification that is used in the present study was made on the basis of a division of Slovenian children from Ljubljana into two socioeconomic groups according to the education and occupation of the child's father. We have used the same criteria as in other countries. These two groups are termed the "lower socioeconomic group" and the "higher socioeconomic group." The higher socioeconomic group is comparable with American middle-class families, and for this reason the above quoted terms are referred to in the text as lower-status or working class children and higher status, respectively. The children attend the same schools and are together in the same classes irrespective of the socioeconomic status of their parents.

In Stage I, the sample was drawn from ten schools and in Stage III from nine schools; all the schools were in or around Ljubljana. Four schools participated in both stages, while the remaining schools participated in only one stage.

In Stage I, 417 students were sampled from the fourth grade (102 males and 123 females of lower status, 91 males and 101 females of higher status) and 342 from the eighth grade (84 males and 88 females of lower status, 82 males and 88 females of higher status).

In Stage III, the number of students was somewhat greater than in Stage I. 429 students were sampled from the fourth grade (110 males and 113 females of lower status, 98 males and 108 females of higher status) and 380 from the eighth grade (88 males and 100 females of lower status, 93 males and 99 females of higher status).

LJUBLJANA TEN-YEAR-OLD LOWER SOCIOECONOMIC MALES

Aptitude and Achievement

This group differed significantly from other groups in both Stage I and Stage III on one of the four variables. They received quite low Grade Point Averages in both stages, being ranked eighth and seventh respectively.

This group did not differ significantly from other groups on Aptitude and Reading Achievement scores, either in Stage I or Stage III. In Stage I they received the lowest score on Math Achievement; but this finding was not replicated in Stage III.

Behavior Rating Scales

Several significant differences were observed for this group in both Stage I and Stage III. This group was the lowest in both stages on Academic Task Achievement, Authority, Interpersonal Relations, and on Control of Aggression.

Findings, observed in Stage III, showed that these boys received significantly lower scores with new variables on Implementation and Initiation, being ranked seventh and eighth respectively. However, in Stage I, this group was significantly low on Nonacademic Task Achievement and on the Summary BRS Score.

Occupational Values Inventory

In both Stage I and Stage III this group received significantly high mean scores on Economic Returns (second and first) and on Follow Father (second and third) compared to other groups. But there were no significant differences for this group as regard to Occupational low scores in both stages.

Findings observed in Stage III, but not in Stage I, were the significantly low scores for this group on Independence (sixth) and on Security (eighth).

Significant findings in Stage I, which were not replicated in Stage III, involved the high mean scores for this group on Prestige and on Total Extrinsic (first both times). They received low scores on Success (eighth), Self-Satisfaction (seventh), Surroundings (eighth), and Associates (eighth).

Let us now turn to the Intra-group ranking of values: the group ranked the value of Creativity highest compared to their ranking of other values in both Stage I and Stage III. They ranked relatively low in both stages the values of Management, Esthetics, and Independence.

Ranked highly within this group in Stage III, but not in Stage I, was the value of Success. The value of Altruism was ranked high in Stage I, but this finding was not replicated in Stage III.

Occupational Interest Inventory

In Stage I and Stage III these boys received the fourth and first highest scores, respectively, on the discrepancy between the Father's Occupation and the Child's Aspiration, meaning that they aspired to higher status jobs than those held by their fathers.

In Stage III this group differed significantly from others on the Father's Occupation; they received the third lowest score. However, in Stage I, this group of boys received the lowest score on Aspiration and the third lowest score on Expectation. These findings did not appear in Stage III.

Educational Aspiration

These boys did not differ consistently from other groups on this variable in either Stage I or Stage III. In Stage I this group received the third lowest score on Educational Aspiration. This finding was not replicated in Stage III.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument, since not only was the instrument completely revised, but also the scoring and scaling systems generated different variables. Only Stage III results will therefore be reported.

In Stage III this group differed significantly from the other groups on two of the variables. They received the lowest score in the area of Task Achievement and Interpersonal Relations, indicating that they perceived themselves as bad copers in these areas.

Views of Life

It is impossible to make a comparison between Stage I and Stage III since this instrument was applied only in Stage III. Findings in Stage III showed that this group differed significantly from other groups on four of the twenty-one variables. These boys received the lowest scores in all cases on Earned Status/Bestowed Status, instrument/Fantasy, Views of Life, and Total Score.

Sentence Completion

In the area of Task Achievement there were no similarities in the findings for this group between Stage I and Stage III. In Stage III this group did not differ significantly from the other groups on any variable in this area. In Stage I this group received the second highest score on Negative Affect.

For the Interpersonal Relations scales there were no findings which were similar in both Stage I and Stage III. In fact, these boys did not differ singificantly from the other groups on any of the Stage III variables in this area, but in Stage I they were significantly low on Stance (eighth), on Engagement (eighth) and on Coping (seventh).

In the Authority area, this group of boys differed significantly in both Stage I and Stage III on Stance scores. However, they received the lowest score on this variable in Stage III, whereas they received the highest score in Stage I. On all other variables these boys did not differ significantly from the other groups in this area.

In the area of Anxiety, these boys did not differ significantly from the other groups on any of the scales in either Stage I or Stage III.

In the Aggression area there were no findings which were similar in both Stage I and Stage III. Also, the group did not differ significantly from the other groups on any of the Stage III variables. In Stage I they received the lowest score on Coping and Neutral Affect, and the highest on Negative Affect.

A similar pattern was observed for the Sentence Completion Total Scores. That is, there were no findings comparable between Stages I and III. In Stage III these boys received the lowest score on Total Stance. In Stage I they received the second lowest scores on Total Engagement and Total Coping Effectiveness.

In the same way for the Parent/Child Interaction items, there were no findings which were similar for both stages. In Stage III this group received the lowest score on Self-Concept and on Interaction with the Mother. In Stage I they did not differ significantly from the other groups on any of these variables.

The Reality/Fantasy Achievement Discrepancy score did not significantly differentiate these boys from the other groups in either Stage I or Stage III. However, their mean scores indicated that their fantasy achievement level was somewhat greater than their actual achievement level.

Story Completion

Comparison of Stage I and Stage III findings will be quite difficult due to the extensive revision of the instrument along with its scoring and scaling system.

Let us first consider the Coping Effectiveness ratings for the stories which are identical or similar in both stages. There were no similar findings for Stage I and Stage III for this group on any of the individual Story Coping Effectiveness ratings, or the overall Coping Effectiveness ratings. In fact, this group did not differ signivicantly from any other group on any of the Coping Effectiveness ratings for Stage III. But in Stage I they differed significantly from the other groups on Anxiety, where they received the highest score.

Turning now to the Coping Style dimensions, it should first be pointed out that only the following dimensions were scaled in both Stage I and Stage III: Stance, Engagement, Initiation, Implementation, and Persistence (Stage I) or Instrumentality (Stage III). Also, only mean scores for all stories together were available from Stage I data, while both mean scale scores and individual story scale scores are available from Stage III data. For those scales present in both the Stage I and Stage III systems, there were no significant similar findings involving this group.

A significant difference concerning this group was observed for the first time in Stage III for Response Length. This group differed from other groups on all stories, ranking either sixth, seventh, or eighth. They were also the lowest of all groups on the Mean Response Length. They did not differ from other groups on Story Two and Story Three, which were concerned with Interpersonal Relations and Peer Aggression. For Story Four, involving Anxiety, this group received the highest score on Aid/Advice. On Story Five, which concerns Classroom Authority, they did not differ from the other groups. For Story Six, involving Anxiety, this group received the lowest score on Hero Negative Affect. They did not differ from the other groups on any of the scales for Story Seven,which concerns Nonacademic Task Achievement. Turning now to the Mean scores for all stories, we observed that this group did not differ significantly from the other groups on any of the Mean scales.

A similar pattern was observed for the Mean scores in Stage I. These boys did not differ significantly from the other groups on any of the Mean scale scores.

Interpretive Comments

The findings concerning Grade Point Average seem to indicate poor achievement by this group in the classroom by comparison with other groups. This is also to be seen from Mathematics and Reading Achievement tests, where their results are below average. These findings are

consistent with their results on the Aptitude scale, where these boys were also below average, though they did not differ significantly from other groups. Thus, the standings for this group were very similar in both the Stage I and the Stage III analysis.

Their poor achievement is likewise consistent with their classroom behavior. These boys were perceived by their peers as being ineffective in all areas measured by the BRS. That is, the standing of this group was very low as regards their motivation in school work and their relations toward peers and toward teachers. The findings were quite similar in both analyses. It is therefore possible that their inappropriate behavior would seem to be a handicap to more adequate performance in the classroom. This behavior might also have an influence on their teachers' marking, which is rather subjective in our schools. Students who exhibit inappropriate behavior in classroom usually receive somewhat lower marks. This may account for the discrepancy (which is not great) between the GPA and their achievement on Math and Reading measures.

The strongest results from the Occupational Values Inventory (standings replicated in both analyses) were those placing this group high on Economic Returns and Follow Father. The high score on Economic Returns would seem to be the result of compensation, since these boys are, in material or financial respects, somewhat handicapped by comparison with their peers living in well-off families. The preference to Follow Father (also shared by the ten-year-old higher status males) may be explained in terms of the ten-year-old males' rather close identification with the father, regardless of the status of the father's job. Looking at the intra-group rankings, there is a consistent pattern for these boys to rank highest, in particular on Creativity. The explanation for their chosen statement might lie in the fact that these boys are unrealistic in their occupational wishes and somewhat less mature. Three consistently low ranked values are the Intrinsic ones. However, one would not expect such values to be highly esteemed by this group, because of a lack of knowledge of the nature of inner satisfactions, which only come to be valued with more maturity and ego development. Logically, children at this age would be more concerned with the external rewards deriving from work rather than with satisfaction gained from the work process itself.

The findings on Occupational and Educational Aspirations were not quite consistent with their school achievement and position in the classroom, though ratings for this group were not similar in both analyses. Most of them tended to choose jobs which required a longer and more demanding education. Further, it was also true that these boys wanted to have jobs higher than those held by their fathers in cases where the findings at both stages were similar.

Likewise, the reported bad coping on Task Achievement problems is consistent with their Grade Point Average and with all other evidence concerning Task Achievment in this group.

This group of boys also gets along poorly with its peers, which would lead to the least satisfactory adjustment to the school environment.

The reported findings on Views of Life rather failed to differentiate these boys from other groups in Stage III. The results concerning Coping with Task Achievement and Interpersonal Relations were not totally confirmed. However, there is some evidence for this group which would indicate a lack of adequate coping with school achievement and other problems. They showed a preference for bestowed status rewards, and an unsatisfactory ability in actual performance, as opposed to fantasy. The reported findings also suggested that these boys were quite passive in dealing with other sorts of problems.

The Sentence Completion findings in the two analyses did not agree. The group ranked rather low, particularly in Stage I, on coping with Interpersonal Relation problems and, in fact, on problems in general. These findings were not confirmed in Stage III and no explanation is available, since a majority of the items (and scoring) remained the same.

There was a complete lack of agreement between the Stage I and Stage III findings concerning the Story Completion Instrument. One would expect the reason for this to be that the stories were modified and the scoring and scaling systems extensively changed. This group of boys did not differ from any other group as regards Coping Effectiveness or Coping Style dimensions in either analysis, except for Anxiety in Stage I. The consistently low ranking in Stage III on Response Length is probably related to this group's academic competence, which includes lack of language and writing ability.

In sum, these boys seemed to be having more difficulty in coping with the achievement and social demands of the school situation than other groups. At the same time, the school curriculum makes on them the same demands as it makes on other more able children who live in better domestic conditions. Very often, parents cannot properly help them in school work because they are rather occupied with economic problems, while some, because of their own deficient education, could not give them adequate help even if they wanted to. The curriculum and teaching are uniform for all children, and consequently, under such conditions, it is difficult for these boys to compete with their peers in school work. Probably this creates personal dissatisfaction and tension in them which is likely to be reflected in a negative attitude toward teachers and schools in general. The findings seem to indicate that our schools pay too little attention both to school work and the formation of character, as far as this group of boys is concerned. The

school and society at large ought to give these children more help and ought to seek out more adequate solutions for their academic and behavioral difficulties.

LJUBLJANA TEN-YEAR-OLD LOWER SOCIOECONOMIC FEMALES

Aptitude and Achievement

These girls received very low Reading Achievement scores in both Stage I and Stage III (eighth both times). There were no other identical findings for Stage I and Stage III for this group of girls on Aptitude and Achievement variables.

A finding observed in Stage III, but not in Stage I, was the significantly low Aptitude score (eighth). However, one significant Stage I difference was not replicated in Stage III. In Grade Point Averages in Stage I these girls received quite low scores (sixth).

Behavior Rating Scales

There were no similarities in the findings between Stages I and III on BRS variables. In fact, this group was not differentiated significantly from any other group on any of the Stage III variables. In Stage I they differed significantly only on Academic Task Achievement where they received the third lowest score.

Occupational Values Inventory

In both Stage I and Stage III these girls received significantly high mean scores on Esthetics (being ranked second and first respectively) and Management (first both times). They received significantly low scores in both stages on Independence (sixth and seventh) and on Surroundings (sixth and seventh).

There were no significant differences in Stage III that did not appear in Stage I. However, three significant Stage I differences were not replicated in Stage III. In Stage I, these girls received a significantly high score on Economic Returns (first) and low scores on Self-Satisfaction (eighth) and on Variety (seventh).

Turning to the Intra-group ranking of values, we find that these girls ranked the values of Altruism and Creativity highest of all (compared with their ranking of other values) in both Stage I and Stage III. They ranked relatively low in both Stage I and Stage III the values of Follow Father, Management, and Independence.

Ranked highest within this group in Stage III, but not in Stage I, was the value of Intellectual Stimulation. The value of Prestige was ranked highly in Stage I, but this finding was not replicated in Stage III.

Occupational Interest Inventory

In both Stage I and Stage III these girls received the second highest score on the discrepancy between the Father's Occupation and the Child's Aspiration, indicating that they aspired to higher status jobs than those held by their fathers.

In Stage III this group differed significantly from the other groups only on the Father's Occupation, where they received the second lowest score. However, in Stage I this group received the second lowest score on Expectation, but this finding did not reappear in Stage III.

Educational Aspiration

These girls did not differ consistently from the other groups on this variable in either Stage I or Stage III.

In Stage III this group received the second lowest score, meaning that they showed relatively low Educational Aspirations by comparison with the other groups. But they did not differ from the other groups on this variable in Stage I.

Social Attitudes Inventory

These girls did not differ significantly from the other groups on any of the Social Attitude variables in Stage III. Only Stage III results were available.

Views of Life

This group of girls differed significantly from other groups on this Stage III instrument on five variables. They received quite low scores on Intrinsic/Extrinsic values of work (eighth), Independent/Interdependent (sixth), Earned Status/Bestowed Status (seventh), Activity/Passivity Under Stress (eighth), and Total Score (seventh).

Sentence Completion

In the area of Task Achievement there were no findings which were similar in both Stage I and Stage III. In fact, these girls did not differ significantly from the other groups on any of the Stage III variables in this area. In Stage I they received the third highest score on Frequency of Negative Affect. Similarly, in the area of Interpersonal Relations there was no correlation between the findings for this group in Stage I and Stage III. In Stage III they received the lowest score on Neutral Affect and highest on Positive Affect. But in Stage I they were significantly low on Stance.

Also, in the area of Authority there were no findings which were similar in both stages. In Stage III this group received the second

highest score on Frequency of Depressive Affect and the lowest score on Frequency of Neutral Affect. In Stage I this group did not differ significantly from other groups on any of the variables in this area.

A similar pattern was observed in the area of Anxiety. That is, there were no findings common to both stages. In Stage III this group received the highest score on Frequency of Depressive Affect. Again, this group of girls did not differ from the other groups on Stage I variables in this area. In the Aggression scales, this group of girls did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In both Stage I and Stage III of the Sentence Completion Total scores, these girls scored highly on Total Frequency of Depressive Affect, being ranked second and first respectively. In Stage III they received a low score on Total Stance (sixth) and on Total Neutral Affect (eighth). In Stage I, they were the highest on Total Attitude scores.

On the Parent/Child Interaction items there were no findings which were similar in both Stage I and Stage III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they received the lowest score on Self-Concept and on Interaction with the Mother.

The degree of difference between this group and others on the Reality/Fantasy Achievement Discrepancy scores varied in Stage I and III. Thus, the group received the second lowest score on this variable in Stage III, but did not differ significantly from other groups on this variable in Stage I. The former result suggests that their level of fantasy achievement was significantly greater than their actual achievement level.

Story Completion

Let us first consider the Coping Effectiveness ratings for the stories which are similar in Stage I and Stage III. There were no similar findings for this group in the two stages. In fact, this group did not differ significantly from any other group in the Coping Effectiveness ratings for Stage III. This is somewhat contradictory to their standing in Stage I where they received the lowest Coping Effectiveness ratings in Authority, Anxiety, Interpersonal Relations (one story) and in Total Coping Effectiveness. The following Coping Style dimensions were scaled in both Stage I and Stage III: Stance, Engagement, Initiation, Implementation, and Persistence (Stage I) or Instrumentality (Stage III). Only mean scores for all stories were available from Stage I data, while both mean scale scores and individual story scale scores were available with Stage III data. For those scales present in both Stage I and Stage III, there were no significant similar findings involving this group.

Several significant differences occurred for the first time in Stage III. One consistent finding was Response Length. That is, this group differed significantly from other groups on seven stories, ranking sixth, seventh, or eighth. They were also the second lowest of all groups on the Mean Response Length. For Story Three, involving Aggression, this group was the lowest on Evaluation of Outcome. On Story Four, concerning with Anxiety, this group came first on Implementation. On Story Five, involving Authority, this group was the lowest on Stance and Engagement. On Story Six, dealing with Anxiety, these girls were the lowest on Frequency of Positive Affect. For Story Seven, involving Nonacademic Task Achievement, they were the lowest on Evaluation of Outcome. On the Mean scores for all stories, these girls differed significantly from other groups only on the Mean Total Evaluation of Outcome where they received the lowest score.

Differences in Coping Style dimensions observed in Stage I, but not replicated in Stage III involved the Mean Engagement, Mean Initiation, Mean Implementation, Mean Affect Tone, and Mean Persistence scores where these girls were ranked eighth in all cases.

Interpretive Comments

The findings concerning the school work, though not quite consistent, seem to indicate for this group a poor level of achievement in the classroom. There is a certain amount of evidence in the data which converges to indicate this. Thus, these girls were the lowest on Reading Achievement in both analyses. As for their Grade Point Average, they stood significantly low in Stage I, and below average in Stage III. This slight discrepancy in actual school performance (GPA) in both stages could possibly be related to marking, which is rather subjective in our schools. It is quite likely that some teachers give slightly better marks to girls who exhibit, in general, more appropriate behavior in the classroom than boys do.

Also of interest is the fact that, when one considers Aptitude scores, these girls were the lowest of all groups in Stage III. Consequently, they might show a lack of potential for good school work, though their actual school performance (GPA) in Stage III is relatively good (or not significantly low). However, their around-average standing in Stage I on Aptitude may be due to the possibility of slight changes in the makeup of the samples between Stage I and Stage III. Also, the Stage III samples were drawn, in part, from different schools.

The BRS items failed to differentiate these girls from other groups in Stage III. It is also true for Stage I that this group was significantly low only on Task Achievement. Certainly their low peer ratings are quite consistent with their school work and other data concerning this group.

The strongest results from the Occupational Values Inventory were those placing this group high in both analyses on Esthetics and Management, and low on Independence and Surroundings (compared to rankings of the values by other groups). The high scores on Esthetics and Management are not readily explicable and are probably related to poor understanding of these statements by this group of girls. The relatively low ranking of Independence and Surroundings seems to be consistent with their actual school performance or their future careers. If we consider the intra-group rankings, this group placed highly the values of Altruism and Creativity, both Intrinsic values. The high score on Creativity is not readily explicable, but the preference for Altruism is naturally related to their personal concern for other people (which should be more typical for girls than for boys). Two of the low ranked values are Intrinsic ones (Management and Independence) which could be consistent with their real school achievement and sex-linked behavior. The low standing on Follow Father also seems to be normal for this group of girls (in contrast to the higher status girls) who tend to reach occupations different from those held by their father.

On the other hand, these girls would like to hold jobs which carry higher social prestige than their fathers'. However, their actual occupational and educational aspirations are not quite consistent with their performance in school and do not paint a very promising picture as far as reacting desirable-status jobs is concerned.

The Social Attitudes Inventory in Stage III totally failed to differentiate these girls from other groups. That is to say, these girls' standing on coping with Academic and Nonacademic work is neither high nor low among the eight groups. Explanations for this failure in Stage III are not readily available.

The findings of Views of Life seem to indicate a lack of active effort in dealing with Task Achievement and other kinds of problems. These girls did not judge achievement through the merits of one's own effort but showed a preference for status-reward through other people. This finding is consistent with the passive and dependent role in their school work and other problems.

There was a lack of agreement between the Stage I and Stage III findings on the Sentence Completion instrument. Explanations for this failure are not readily available since a majority of the items remained the same and the scoring and scaling systems were changed very little. Only on the Sentence Completion Total scores did these girls show a great deal of depressive affect or little ability to react to various kinds of problems in an emotionally neutral way.

Likewise, there was a complete lack of agreement between Stage I and Stage III findings on the Story Completion instrument. However, the stories were modified and the scoring and scaling systems changed. The Coping Effectiveness ratings gave contradictory evidence since,

though these girls were consistently low in Stage I, they did not differ from other groups on any story in Stage III. The same lack of consistency was observed for the Coping Style dimensions. The consistently low standing in Stage III on Response Length is probably related to their academic competence, including lack of language and writing skills. This group of girls also stood out in Stage III data on the Evaluation of Outcome, which is consistent with other data concerning the group.

In sum, it appears that many of these girls were poor achievers in primary school. Because the curriculum demands are uniform, many of them would have difficulties in mastering the curriculum. They appeared to be less effective and active in overcoming their academic and other kind of difficulties and finding adequate solutions to them. This seems to be a reason for their displaying a great deal of negative or depressive affect.

This group would seem to be in a difficult position. The school, and society at large, ought to pay more attention to these girls and give them adequate help to master their school work. This would later on enable the more successful girls to continue their schooling at secondary schools or colleges. A more adequate treatment of these girls at school and at home might, at least to some extent, resolve their tensions; this would exert a positive influence on their self-concept and improve their academic achievement.

LJUBLJANA TEN-YEAR-OLD HIGHER SOCIOECONOMIC MALES

Aptitude and Achievement

These boys received significantly high Math and Reading Achievement scores in both Stage I and Stage III (first both times). They also received quite high Grade Point Averages in both Stage I and Stage III, being ranked first and third respectively.

Consequently, all findings were identical or very similar in both Stage I and Stage III. There were no differences which were true of one Stage but not of the other.

Behavior Rating Scales

There is only one difference which distinguished this group in the same way in both Stage I and Stage III. That is, these boys were significantly high on Interpersonal Relations with Peers in both stages, being ranked second and first respectively.

However, in Stage III, these boys were the highest on Solver (good ideas) and on Anxiety by comparison with other groups. In Stage I these boys were significantly high on Academic and Nonacademic Task Achievement (second), Authority (third), Control of Aggression (first), and the Summary Score (second).

Occupational Values Inventory

In both Stage I and Stage III these boys received a significantly high score on Follow Father (first at both stages) compared to other groups. They received a significantly low score on Surroundings (seventh and eighth).

Findings observed in Stage III, but not in Stage I, were the significantly low scores on Self-Satisfaction and Associates (eighth both times).

Significant findings in Stage I which were not replicated in Stage III were the highest scores on Intellectual Stimulation and Creativity. Low Mean scores in Stage I included Esthetics (seventh), Independence (eighth), Success (seventh), Economic Returns (seventh), and Total Intrinsic scores (eighth).

Turning to the intra-group ranking of values, these boys ranked relatively highly (compared to other values) in both Stage I and Stage III the values of Intellectual Stimulation and Altruism. They ranked low in both Stage I and Stage III the values of Management, Esthetics, and Independence.

Ranked highly within this group in Stage III, but not in Stage I, were the values of Success and Follow Father. The value of Creativity was ranked highly in Stage I, but not in Stage III.

Occupational Interest Inventory

These boys differ consistently from the other groups on two of the Occupational Interest variables in both Stage I and Stage III. They received the second highest score on Expectation in both stages. They received the lowest score on the discrepancy between the Father's Occupation and the Child's Aspiration in both Stage I and Stage III, compared to other groups. This, in fact, showed that they aspired to somewhat lower levels of jobs than those held by their fathers.

In Stage III this group differed significantly from other groups on two of the variables. They received the second highest score on Aspiration and the highest score on the Father's Occupation.

There were no significant differences involving these variables which were observed in Stage I but not in Stage III.

Educational Aspirations

These boys differed significantly from other groups on this variable in both Stage I and Stage III. They received the highest score on Educational Aspirations in Stage I and the second highest in Stage III.

Social Attitudes Inventory

For this instrument, only the results for Stage III are available. The only significant Stage III finding involved the Total Social Attitude scores where these boys received the lowest score indicating that they perceived themselves as bad copers in different areas.

Views of Life

For this Stage III instrument the group differed significantly from other groups on only one of the twenty-one variables. That is to say, these boys received the lowest score on the Independent/Interdependent variable in Stage III; but on no other variables did they differ significantly from any other group.

Sentence Completion

For the Task Achievement scales, this group of boys differed significantly from other groups on Frequency of Negative or Hostile Affect in both Stage I and Stage III, where they received the highest scores. In Stage III this group also differed significantly from other groups on Aid/Advice, where they ranked eighth.

In the Interpersonal Relations area this group differed significantly from other groups on Coping Effectiveness in both Stage I and Stage III, where they received low scores (sixth and seventh). In Stage III this group differed significantly from other groups on Attitude scores (first) and Frequency of Hostile Affect (first). In Stage I they received a low score on Engagement (seventh).

In the area of Authority there were no findings which were similar in Stage I and Stage III. In Stage III they were the lowest on Coping Effectiveness. In Stage I they received the lowest scores on Engagement and Frequency of Negative Affect.

On the Anxiety scales, this group of boys did not differ significantly from other groups in either Stage I or Stage III. In the area of Aggression there were no findings which were similar for both Stage I and Stage III. However, in Stage III this group differed significantly from other groups on Hostile Affect (first), Coping Effectiveness (eighth) and Neutral Affect (eighth). The group did not differ significantly from other groups on any of the Stage I variables.

Several significant differences involving this group were observed in the Sentence Completion Total scores between the two stages. These boys differed significantly from other groups in both Stage I and Stage III on Total Engagement (eighth both times), Total Coping Effectiveness (eighth both times), and Frequency of Hostile Affect (first both times). In Stage III they differed significantly on Total Stance (seventh) and Total Aid/Advice scores (eighth). Also in Stage I they received the lowest score on Total Frequency of Neutral Affect.

For the Parent/Child Interaction items there were no findings which were similar for both Stage I and Stage III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they received the highest score on Parent/Child Interaction.

On the Reality/Fantasy Achievement Discrepancy, this group of boys differed significantly from other groups in both Stage I and Stage III. They received the highest scores on this variable in both stages, meaning that they were far more effective in their actual performance than they thought they could be.

Story Completion

There were no similar findings for Stage I and Stage III for this group on any of the individual Story Coping Effectiveness ratings, or the overall Coping Effectiveness ratings. In Stage III they received the lowest score on Coping Effectiveness ratings in Aggression. In Stage I they were significantly low in Total Coping Effectiveness (seventh); but this finding was not replicated in Stage III.

In both Stage I and Stage III the following dimensions were scaled: Stance, Engagement, Initiation, Implementation, and Persistence (Stage I) or Instrumentality (Stage III). Only mean scores for all stories were available from Stage I data, while both mean scale scores and individual story scale scores were available from Stage III data. For those scales present in both Stage I and Stage III there were no significantly similar findings involving this group.

Few significant differences were observed for this group on Stage III data. One relatively consistent finding was received on Response Length. This group differed significantly from other groups on four of the seven stories. They were low on Response Length in Story Three (sixth), Story Four (seventh), Story Six (seventh), and Story Seven (eighth). Furthermore, in Story Three, involving Anxiety, this group came first on Engagement. On Story Five, which concerns Classroom Authority, these boys received the highest score on Stance. On Story Seven, which was concerned with Nonacademic Task Achievement, they received the highest score on Aid/Advice and Implementation. On the Mean scores for all stories these boys differed significantly from other groups on the Mean Aid/Advice (first), and on the Mean Response Length (sixth).

Differences in Coping Style dimensions observed in Stage I, but not replicated in Stage III, involved only the Mean Engagement scores where these boys stood in seventh place.

Interpretive Comments

There is a consistent pattern for these boys to exhibit very good performance in the classroom. Their standing in Mathematics and

Reading Achievement was very high in both analyses. They also adequately demonstrated acquired skills in their actual school performance (GPA). Thus, findings for this group concerning their academic achievement were very similar in both Stage I and Stage III.

Findings concerning BRS items showed that there were far fewer significant differences in Stage III than in Stage I. The only BRS item where these boys stood out in both analyses concerned Interpersonal Relations, suggesting that this group got along well with their peers. Certainly their high peer ratings in Stage I on most of the BRS items are quite consistent with other data concerning the group. For indeed, this group was not well differentiated by this instrument in Stage III, but nevertheless, received above average scores from their peers. Also of interest is the fact that, when one considers the ten-year-old sample only, these boys were the second lowest of the four groups in Stage III. Thus, their relative standing changed very little, and only the number of significant differences in Stage III was greatly diminished. In addition, this group was high on Solver (Stage III variable), meaning that these boys throw up good ideas. This is also consistent with their good performance at school.

Let us now look at the Occupational Values Inventory, where this group rated high on Follow Father and low on Surroundings compared to rankings of these values by other groups. The preference for Follow Father may be explained in terms of rather close identification with the father at this age. The high score on Surroundings (Extrinsic Value) is what one would expect of boys who perform well at school. Turning to the intra-group rankings, we find that these boys rank relatively high the values of Intellectual Stimulation and Altruism, both Intrinsic values. The preference for Intellectual Stimulation seems to be consistent with their good school work and the good ideas we have emphasized. The feminine value of Altruism is probably related to good relations with their peers and people in general. Three of the consistently low-ranked values are Intrinsic ones, and one would not expect a group of young boys to value such statements, because of their lack of knowledge and experience of the work process itself.

The findings on the Occupational Interest Inventory and Educational Aspiration for this group were quite similar in both Stage I and Stage III. This group of boys expected to obtain respectable jobs. Their Educational Aspirations are also consistent and adequate in both analyses to attain jobs of such status. The occupational expectations and educational aspirations of these boys would seem to be in agreement with their academic standing in school.

The reported low overall coping present in the Social Attitudes Inventory is not consistent with the group's Achievement and Grade Point Average standings or with any other evidence. These low scores are contradictory to actual performance and behavior in the classroom, and are not readily explicable.

The findings concerning Views of Life would seem to indicate a reliance on authorities or people in general in coping with different kinds of problems. Of course, this finding is not quite consistent with their standing in school performance and other data. But then, this Stage III instrument rather failed to differentiate this group from others, a failure which is not readily explicable.

On the Sentence Completion, these boys consistently showed the highest degree of negative, hostile feeling both in Task Achievement and in all areas of behavior in Stage I and Stage III. At first sight this seems supprising, since, these findings are not in agreement with actual school achievement and other data for this group. But it may be explained in these terms: the parents and teachers of these ten-year-old children expect most of them. Whenever they fail to gain the highest possible marks at school, they are the focus of parental and school pressure. Continuous pressure of this kind can give rise to emotional tensions and hostile feelings.

This group of boys portray themselves in Sentence Completion as less effective in Interpersonal Relations, but this is not consistent with their high Peer BRS ratings and their interest for people as indicated on the Occupational Values Inventory. This group presented a picture of frequent avoidance and of failing to be effective in overall behavior (Sentence Completion). It would appear that they want to make as much progress in school as possible, and therefore seem to be less engaged by interpersonal matters. Of course, it is difficult to accept that this group exhibits a poor capacity to cope effectively with different kinds of problems. Their projections do not seem to be consistent with their real position in school work or on other data. There is also evidence from Reality/Fantasy Achievement Discrepancy that these boys are actually far more effective in their actual performance on Achievement tests or schoolwork as reflected by their Grade Point Average than they themselves believe.

There was a complete lack of agreement between Stage I and Stage III findings on the Story Completion instrument. However, the stories were modified and the scoring and scaling systems greatly changed. The overall Coping Effectiveness ratings give somewhat contradictory evidence, since, though these boys were low in Stage I, they did not differ from other groups on the Total scores in Stage III. The same lack of consistency holds good for the Coping Style dimensions. The low standing in Stage III on Response Length is also contradictory for these boys, since they showed good academic competence, including good results on Reading Achievement. All these contradictory findings are difficult to explain away.

In sum, the findings seem to indicate that this group of boys is very effective in academic schoolwork. They also have adequate intellectual potential which enables them to cope effectively with the demands of a uniform curriculum, which in fact suits them best. Most

of them will continue their schooling later on at secondary schools, and many of them will go on to university. Consequently, the findings would lead one to the tentative conclusion that both parents and teachers should treat them with greater tolerance and make more reasonable demands concerning their schoolwork and other activities. It would seem that these boys are highly engaged by academic schoolwork and are self-preoccupied, as a result of which they have little time for the pursuit of social relationships with their peers. Therefore, they are probably somewhat less successful in this respect. But this explanation must, of course, be treated as highly tentative. It would probably be desirable to pay greater attention in the education of these boys to those social aspects which would make for a more harmonious development of their personalities.

LJUBLJANA TEN-YEAR-OLD HIGHER SOCIOECONOMIC FEMALES

Aptitude and Achievement

These girls differed significantly from other groups in both Stage I and Stage III on one of the four variables. They received quite high Grade Point Averages in both stages, being ranked second both times.

In Stage III these girls received significantly high Aptitude scores (first rank); but they did not differ from other groups on this variable in Stage I. However, this group did not differ significantly from other groups on Math and Reading Achievement scores in either Stage I or Stage III.

Behavior Rating Scales

These girls differed significantly from other groups on three of the variables in both Stage I and Stage III. They were high on Task Achievement (first and second), Authority (first both times) and Control of Aggression (second and first).

In Stage III findings with new variables, these girls were significantly high on Implementation (second) and Initiation (first).

However, in Stage I, this group of girls was significantly high in Nonacademic Task Achievement, Interpersonal Relations and the Summary Score, where they received the highest score in all cases. They were also the lowest in Anxiety.

Occupational Values Inventory

In both Stage I and Stage III this group received significantly high mean scores only on Follow Father (third and second). They received significantly low scores on Independence (seventh and eighth).

Findings observed in Stage III, but not in Stage I, were the highest scores on Altruism and Total Extrinsic scores. They were the lowest on Total Intrinsic scores.

In Stage I these girls received the highest scores on Esthetics but significantly low scores on Success (sixth), Security (eighth), and Variety (eighth).

Turning to the intra-group ranking of values, we find that these girls ranked highest in Stage I and Stage III the values of Altruism, Creativity, and Intellectual Stimulation. They ranked low in both stages the values of Management and Independence.

Ranked highly within this group in Stage III was the value of Success, but the value of Esthetics was low. These findings did not appear in Stage I. However, there were no high or low rankings involving this group in Stage I.

Occupational Interest Inventory

These girls differed significantly from other groups on one variable in both Stage I and Stage III. They received the second and third lowest scores on the discrepancy between the Father's Occupation and the Child's Aspiration, really meaning that they aspired to somewhat lower status jobs than those held by their fathers.

In the Stage III variable this group received the second highest score on the Father's Occupation.

These girls did not differ significantly from other groups on Occupational Aspirations and Occupational Expectations in either Stage I or Stage III.

Educational Aspirations

Findings observed in Stage I and Stage III were not identical or even similar on this variable. In Stage III, the group did not differ significantly from other groups. However, in Stage I they were the third highest on their Educational Aspirations.

Social Attitudes Inventory

This instrument was completely revised, and so it is impossible to make comparisons between Stage I and Stage III. In fact, this group was not differentiated significantly from any other group on any of the Stage III Social Attitude variables.

Views of Life

This instrument was applied only in Stage III. This group differed significantly from other groups on three variables: Immediate/Delayed (eighth), Independent/Interdependent (seventh), and Activity/Passivity Under Stress (seventh).

Sentence Completion

In the Task Achievement area this group of girls did not differ signivicantly from other groups on any of the scales in either Stage I or Stage III.

There were three significant findings for the Interpersonal Relations area in both Stage I and Stage III. This group differed significantly from other groups in both stages on Stance (sixth and eighth), Engagement (sixth and eighth), and Coping Effectiveness scores (eighth both times). In Stage III this group received the lowest score on Aid/Advice. In Stage I these girls were highest on Negative Affect and the lowest on Neutral Affect.

In the area of Authority, there were no findings which were similar in Stage I and Stage III. However, in Stage III this group received the highest score on Attitude and Frequency of Depressive Affect. In Stage I, but not in Stage III, they were second lowest on Engagement and highest on Frequency of Positive Affect. On the Anxiety scales, this group did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In the area of Aggression there were no findings common to both Stage I and Stage III. But in Stage III, these girls received the highest scores on Engagement, Aid/Advice, Coping Effectiveness, and Frequency of Neutral Affect. They were the lowest on Frequency of Hostile Affect in Stage III. There were no significant findings in this area in Stage I.

A similar pattern was observed for the Sentence Completion Total scores. That is, there were no similar findings in Stages I and III. However, in Stage III the group differed significantly from other groups on Total Attitude (first), Total Frequency of Hostile (eighth) and Total Frequency of Depressive Affect (second highest). In fact, in Stage I they were the second lowest on Total Frequency of Neutral Affect.

There were no findings which were similar for both stages on the Parent/Child Interaction items. In Stage III this group differed significantly from other groups on Self-Concept and Interaction with the Mother, where they received the highest scores. In Stage I this group did not differ from other groups on any of the four variables. On the Reality/Fantasy Achievement Discrepancy variable this group of girls did not differ significantly from other groups in either Stage I or Stage III.

Story Completion

Turning first to the Coping Effectiveness ratings for the stories which are similar in Stages I and III, we find that these girls did not differ significantly from other groups on any of the individual Story Coping Effectiveness, or the overall Coping Effectiveness ratings in either Stage I or Stage III. Furthermore, for those Coping Style dimensions which were present in both the Stage I and Stage III systems (mean scores on Stance, Engagement, Initiation, Implementation, Persistence or Instrumentality), there were no significant or similar findings for this group.

Very few significant differences involving this group of girls were observed on individual Story Scale scores in Stage III. On Story Two, which concerns Interpersonal Relations, this group was the lowest on Positive Affect expressed by the Hero. On Story Three, concerning Peer Aggression, this group was the lowest on Outcome. It also differed from other groups on Story Four, involving Anxiety, where these girls received the second highest score on Aid/Advice and fifth on Response Length. They did not differ from other groups on any of the scales for Story Five (Authority) or Story Six (Anxiety). On Story Seven (Non-academic Task Achievement), these girls received the second lowest score on Stance. There were no significant differences for this group involving findings on the Mean scores for all stories.

This group of girls did not differ significantly from other groups on any of the Mean scores in Stage I.

Interpretive Comments

The findings concerning Grade Point Average seem to indicate for this group of girls an adequate performance at school, though their Math and Reading test scores were around or a little above average in both Stage I and Stage III. Thus, the position of this group was quite similar in both analyses. It should also be noted that these girls showed an adequate intellectual potential for effective schoolwork, though in Stage I their Aptitude scores were simply around average. The Peer BRS scores are quite consistent with achievement results and other data for this group. They are regarded by their classroom peers as doing particularly well in the area of Task Achievement in both analyses. These findings are also in agreement with their high peer ratings in Stage III on Implementation and Initiation. Furthermore, their peers also appraise them as being very effective in getting along with Authority figures (teachers) and successful in their Control of Aggression. Of course, this behavior may be considered as much more typical of girls than boys. Their appropriate classroom behavior may account for the slight discrepancy between actual performance (GPA) and Achievement scores, since, some teachers may give slightly better marks for good school behavior. However, this conclusion must be treated as highly tentative.

Turning now to the Occupational Values Inventory, we note that this group was only high in both analyses on Follow Father, and low on Independence. The preference for Follow Father may at first sight seem rather strange, since one would expect that these girls identified more closely with their mothers at this age. The preference for Follow Father may well be related to their achievement motivation. That is, they want to obtain respectable high status jobs like those held by their fathers. Low scores on Independence are not illogical, since this Intrinsic value comes with more maturity. Looking at the intra-group rankings, we see that there is a consistent pattern for these girls to rank highest, in both Stage I and Stage III, Altruism, Creativity, and Intellectual Stimulation. The preference for Altruism, is consistent with the Peer ratings data, and on the other hand, this value is a rather feminine one. No explanation is readily available for such high ratings on Creativity and Intellectual Stimulation, though such values may be, in part, related to the performance and good achievement motivation of these girls. Two of the lowest-ranked values are Intrinsic ones, which involve statements one would not expect young girls to value.

The reported Occupational Aspirations and Occupational Expectations of this group were neither high nor low among the eight groups in both Stage I and Stage III. The discrepancy between the Father's Occupation and Child's Aspiration seems to indicate that these girls aspired to somewhat lower status jobs than their fathers'. On the whole, their occupational aspirations are still quite high and in agreement with the educational aspirations of this group. Both educational and occupational aspirations are consistent with their good academic achievement and consistent with their preference for Follow Father, as indicated on the Occupational Values Inventory.

The findings on the Social Attitudes Inventory totally failed to differentiate these girls from other groups on this Stage III instrument. Explanations for this failure to discriminate in Stage III are not readily available.

The results from Views of Life showed a lack of immediate and independent action concerning school and other work. Evidence from this instrument also suggests that they are rather passive when working under stress conditions. However, their low scores are not consistent with their actual performance in the classroom or their intellectual potential, though one would expect a group of young higher-status girls to be more independent of their parents than any other group.

On the Sentence Completion instrument, involving Interpersonal Relations, this group was quite low on Stance, Engagement, and Coping Effectiveness ratings. These findings give somewhat contradictory evidence, since their peer ratings were rather high (particularly in Stage I), as was their interest for people as indicated on the Occupational Values Inventory. These girls seem to be less engaged in

interpersonal matters on account of their intensive schoolwork and environmental pressure at home and at school. This explanation must be considered as highly tentative, of course. On the whole, the Sentence Completion instrument rather failed to differentiate this group in the same way in Stages I and III.

The Story Completion instrument concerning Coping Effectiveness ratings and Coping Style dimensions also failed totally to differentiate these girls from other groups in either Stage I or Stage III findings. Explanations for this failure to discriminate in both analyses are not readily available.

In sum, the findings indicate that this group of girls is quite effective in overcoming school difficulties and in coping with authority figures. Not only do they achieve good results in the academic setting, but it is also apparent to their fellow pupils that they work hard at their lessons. That is to say, these girls successfully meet the curriculum demands. It might be claimed that they exhibit adequate adjustment. Hence, we may conclude that parents and teachers are satisfied and tolerant toward them. They are strongly motivated in pursuing academic schoolwork, and they have adequate intellectual aptitude and appropriate social conditions. Accordingly, they are very likely to finish their eight-year compulsory schooling successfully, and most of them will continue their schooling beyond this.

LJUBLJANA FOURTEEN-YEAR-OLD LOWER SOCIOECONOMIC MALES

Aptitude and Achievement

These boys differed significantly from other groups in both Stage I and Stage III on one of four variables. They received low Grade Point Averages in both stages, being ranked seventh and sixth respectively.

They did not differ significantly from other groups on Aptitude, Math and Reading Achievement scores in either Stage I or Stage III.

Behavior Rating Scales

There was no pattern of differences which distinguished this group in the same way in both Stage I and Stage III. In Stage III these boys were the highest only on Self-Assertion.

However, in Stage I, these boys were significantly low on Academic Task Achievement, Authority, Interpersonal Relations, and the Summary Score, where they received the second lowest score in all cases. They were also the highest in Anxiety.

Occupational Values Inventory

In both Stage I and Stage III these boys received high mean scores on Independence (first both times) and on Surroundings (third and

second) compared to other groups. They received low scores in both stages on Altruism (eighth both times) and on Follow Father (sixth and seventh).

There were no significant differences in Stage III that did not appear in Stage I. However, in Stage I, these boys received significantly high mean scores on Success (third) and on Security (first). They were low on Esthetics (eighth).

Let us consider the intra-group ranking of values, where these boys ranked the values of Creativity and Self-Satisfaction highest (by comparison with their rating of other values) in both Stage I and Stage III. They ranked the values of Follow Father, Esthetics, and Management low in both stages.

They ranked highly in Stage III, but not in Stage I, the values of Intellectual Stimulation and Associates.

The value of Altruism was ranked highly in Stage I, but this finding was not replicated in Stage III.

Occupational Interest Inventory

These boys differed consistently from other groups in several Occupational Interest variables in both Stage I and Stage III. They received in both stages significantly low scores on Aspiration (seventh both times) and Expectation (eighth and seventh). They also received the third highest score in both Stages I and III on the discrepancy between the Father's Occupation and the Child's Aspiration, meaning that they aspired to higher status jobs than those held by their fathers.

In Stage III this group differed significantly from other groups on the Father's Occupation variable (new) where they were the lowest. Thus, there were no significant differences in Stage I that did not appear in Stage III.

Educational Aspirations

These boys differed significantly from other groups on this variable in both Stage I and Stage III. They were the lowest on Educational Aspirations in both cases.

Social Attitudes Inventory

These boys did not differ significantly from other groups in Stage III on the six Social Attitude scores. A comparison between Stage I and Stage III findings is not possible since this instrument was completely revised.

Views of Life

It is impossible to make comparisons between Stage I and Stage III findings due to the fact that this instrument was applied only in Stage III. The only significant Stage III finding involved the variable Independent/Interdependent, where these boys received the third highest score.

Sentence Completion

In the Task Achievement area these boys differed significantly from other groups only on the Frequency of Hostile Affect both in Stage I and Stage III (sixth and eighth). None of the remaining scales in the area of Task Achievement differentiated these boys significantly from other groups in either Stage I or Stage III.

In the Interpersonal Relations area there were no findings which were similar in both Stage I and Stage III. In Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I this group received the third highest score on Stance and Engagement, and second highest on Coping Effectiveness ratings.

In the area of Authority there were no similarities in the findings for this group in Stages I and III. In Stage III this group received the lowest score on Frequency of Depressive Affect. But in Stage I they were the second highest on Engagement.

In the area of Anxiety there were no similarities between the findings in Stages I and III. The group did not differ significantly from other groups on any of the Stage III variables. However, in Stage I they received the highest scores on Stance, Coping Effectiveness, and Neutral Affect. They were the lowest on Frequency of Negative Affect.

The same general pattern was observed in the area of Aggression. That is to say, there were no findings common to both stages. Again, in Stage III there were no significant differences for this group on any of the variables. In Stage I they received the lowest scores on Stance, Engagement, and Frequency of Negative Affect; they were also the highest on Frequency of Neutral Affect.

A similar pattern was observed for the Sentence Completion Total scores. There were no findings common to both Stage I and Stage III. In fact, in Stage III this group received the second highest score on Stance and second lowest score on Total Frequency of Depressive Affect. In Stage I, these boys received the lowest score for Total Attitude, second highest for Total Engagement, and highest for Total Coping Effectiveness. Furthermore, they differed significantly from other groups on Total Negative Affect (seventh) and Total Neutral Affect (second).

There were no findings on the Parent/Child Interaction items which were similar for Stages I and III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they received the lowest scores of all groups on Parent/Child Interaction.

On the Reality/Fantasy Achievement Discrepancy variable these boys did not differ significantly from other groups in either Stage I or Stage III.

Story Completion

A comparison of Stage 1 and Stage III is difficult due to the extensive revision of the instrument, along with the scoring and scaling systems. Turning first to the Coping Effectiveness ratings, which are similar in Stages I and III, we see that there were no findings common to both stages on any of the individual Story Coping Effectiveness ratings, or the overall Coping Effectiveness scores. In fact this group did not differ significantly from any other group on any of the Coping Effectiveness ratings for Stage III. But in Stage I they received the highest Coping Effectiveness ratings on Interpersonal Relations.

Let us now consider the Coping Style dimensions which were scaled in both Stage I and Stage III: Stance, Engagement, Initiation, Implementation, and Persistence (Stage I) or Instrumentality (Stage III). In Stage I data only mean scores for all stories were available, while both mean scores and individual story scale scores were available in Stage III data. For those scales present in both stages, there were no significantly similar findings for this group. Three significant differences involving this group were observed only in Stage III data. In fact, these boys did not differ significantly from other groups on any of the scales for Story One (Task Achievement), Story Two (Interpersonal Relations), or Story Three (Peer Aggression). On Story Four, which was concerned with Anxiety, these boys received the third highest score on Response Length and the lowest score on Aid/Advice. They did not differ from the other groups on any of the scales for Story Five (Authority). On Story Six, concerning Anxiety, they were the lowest on the Total Affect of the Hero Plus Others. There were no significant differences on any of the scales for this group on Story Seven (Non-academic Task Achievement). On the Mean scores for all stories these boys differed significantly from other groups on Aid/Advice and on the Mean Total Affect of the Hero Plus Others, where they received the lowest scores.

Differences in Coping Style dimensions in Stage I, not replicated in Stage III, involved only the Mean Affect Tone, where this group was lowest.

Interpretive Comments

The findings concerning Grade Point Average seem to indicate a relatively poor performance at school, though in both Stage I and Stage III their Math and Reading scores were neither high nor low among the eight groups. Thus, the standings for this group were quite similar in both analyses.

There were no similarities between Stage I and Stage III findings on BRS items. In fact, these boys were hardly differentiated on the BRS instrument in Stage III, but were very low in Stage I. Their low peer ratings in Stage I may be to some extent consistent with some other data concerning this group of boys.

The strongest results from the Occupational Values Inventory, with standings replicated in both analyses, were those placing this group high on Independence and Surroundings, and low on Altruism and Follow Father. The high score on Independence seems not to be quite realistic for many boys of this group, but the preference for Surroundings (Extrinsic value) is consistent with the nature of their future career choice. The low score on Altruism is to be expected, since this is one of the statements which comes to be valued more frequently by girls. It is also logical that these boys should score low on Follow Father, since they want a job that is of a higher status than their fathers'. These boys become more independent with increasing age, and identification with the father is thus more weak. Looking at the intra-group rankings, we see that the group ranked high on Creativity and Self-Satisfaction. However, these Intrinsic values are not realistic or consistent with their academic standing and other data. Two of the low ranked values (Esthetics and Management) are also Intrinsic ones, where one would not expect a group of lower status boys to value such statements. These boys showed very low Occupational Aspirations and Expectations in both analyses. They were the lowest in their Educational Aspirations in both cases. These aspirations seem to be realistic enough and consistent with their school performance and other evidence for this group. However, one should bear in mind that they wish not to follow their fathers, but to attain slightly better jobs.

The Social Attitudes Inventory totally failed to differentiate these boys from other groups in the Stage III instrument. Explanations for this failure to discriminate are not readily available.

Likewise, the Views of Life rather failed to discriminate this group from other groups in Stage III. There was only one scale which differentiated these boys from other groups. That is, they appeared to be rather independent in their coping with different kinds of problems and did not rely too much on authorities or peers. This picture, which seems to be reliable enough, may indicate a certain degree of success in their future jobs.

On the Sentence Completion instrument these boys showed a lot of Hostile Affect concerning Task Achievement. These results are consistent with their performance in the classroom and with their low Educational Aspirations. Findings in this respect were quite similar in both Stage I and Stage III. This would probably seem to indicate that these boys are often criticized by teachers and parents for their poor performance and for inappropriate behavior, as revealed particularly in Stage I, and this might create hostile feeling toward academic schoolwork.

In general, there was a great lack of agreement between Stage I and Stage III findings on the Sentence Completion instrument. It should be noted here that there were fewer significant differences in Stage III than in Stage I, where these boys paint a rather negative picture of themselves.

There was a lack of agreement between Stage I and Stage III findings on the Story Completion instrument, involving Coping Effectiveness ratings and Coping Style dimensions for this group. Furthermore, there were no consistent findings for this group in Stage III concerning the results on individual stories. We can only observe that the overall scores for this group for all stories were the lowest on Aid/Advice and Total Affect of the Hero Plus Others. This may simply indicate that these boys could less readily identify with the situation of the hero and gave less affective statements in the stems.

In sum, it appears that these boys are realistic enough about their future career and their position in society. Many of them wish to become skilled workers and such aspirations are consistent with their performance in school. However, nearly half of them wished to continue their schooling in secondary schools. These seem to be boys who are more successful at school and entertain slightly higher ambitions. On the whole it might be said that these boys have a real opportunity to achieve their occupational aspirations and to earn their own living comparatively early. It should be pointed out here that this group covers only boys who attended each class for one year only, and hence there are none who repeated the class. If such adolescents were included in this investigation, the overall picture would probably be rather more negative.

LJUBLJANA FOURTEEN-YEAR-OLD LOWER SOCIOECONOMIC FEMALES

Aptitude and Achievement

No findings were similar on these variables in both Stage I and Stage III.

In Stage III these girls differed significantly from other groups on two variables. They received very low scores on Math Achievement and Grade Point Averages, being ranked eighth in both cases. These findings did not appear in Stage I.

One significant Stage I difference was not replicated in Stage III. That is to say, in Reading Achievement these girls received the second lowest scores of all groups.

Behavior Rating Scales

This group differed significantly from other groups only on one of the variables in both Stage I and Stage III. These girls were the lowest on Self-Assertion.

Several significant differences involving this group were observed in Stage III. This group was low on Academic Task Achievement (seventh), Authority (seventh), Implementation (eighth), Initiation (seventh), Solver (eighth), and Anxiety (eighth).

In Stage I these girls were the second lowest on Nonacademic Task Achievement and Control of Aggression.

Occupational Values Inventory

These girls received significantly high mean scores in both Stage I and Stage III on Self-Satisfaction (second and first), Surroundings (first both times), and on Associates (first both times). They received low scores in both stages on Follow Father (eighth both times).

Findings observed in Stage III, but not in Stage I, were the significantly high scores for this group on Security (first) and on Total Intrinsic (first). They were significantly low on Economic Returns (seventh) and on Total Extrinsic scores (eighth). In Stage I these girls were significantly high on Esthetics (third) and Success (second). They were low on Intellectual Stimulation and Creativity, where they received the eighth rank.

Turning to the intra-group ranking of values, we find that these girls ranked the values of Self-Satisfaction, Associates, and Altruism highest (compared to their ranking of other values) in both Stage I and Stage III. They ranked the values of Follow Father and Management low in both stages.

Ranked highly within this group in Stage III was the value of Intellectual Stimulation, and low the value of Economic Returns and Esthetics.

In Stage I they ranked relatively high the value of Surroundings and low the value of Independence.

Occupational Interest Inventory

In both Stage I and Stage III this group received a significantly high score on the discrepancy between the Father's Occupation and the Child's Aspiration (first and fourth highest). Thus, these girls aspired to higher status jobs than those held by their fathers.

In Stage III this group differed significantly from other groups on three of the variables. They received the lowest score on Aspiration and Expectation. They were also in fifth place on the Father's Occupation.

There were no significant findings in Stage I which did not appear in Stage III.

Educational Aspirations

These girls received significantly low scores on this variable in both Stage I and Stage III. They came in seventh and sixth places in their Educational Aspirations, compared to other groups.

Social Attitudes Inventory

In Stage III these girls received the highest scores in the areas of Task Achievement, Interpersonal Relations, and Total Social Attitudes. It appears that they perceived themselves as good copers in these areas and in general.

Views of Life

For this Stage III instrument this group of girls differed significantly from other groups only on Intrinsic/Extrinsic value of work, where they received the highest score.

Sentence Completion

For the Task Achievement scales, this group did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In the Interpersonal Relations area for both Stage I and Stage III these girls were significantly high only on Coping Effectiveness (third and second). There were no other significant Stage III findings involving this group. However, in Stage I they were also the second highest on Stance and Engagement.

None of the Authority scales differentiated this group from other groups in either Stage I or Stage III.

In the Anxiety area there were no findings which were similar in both Stage I and Stage III. In Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I this group received the lowest score on Stance, Coping Effectiveness, and Frequency of Neutral Affect. These girls were the highest on Frequency of Negative Affect in Stage I.

In the area of Aggression, this group received the highest score on Engagement in Stage I and the lowest score on the same variable in Stage III data. In Stage III they also received the lowest score on Aid/Advice. In Stage I they received the highest scores on Stance and Coping Effectiveness.

Turning to the Total Scores on the Sentence Completion, this group did not differ significantly from other groups on any of the Total Scores for either Stage I or Stage III.

For the Parent/Child Interaction items there were no findings which were similar for both Stage I and Stage III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they received the highest score of the eight groups on the Self-Concept scale.

Finally, on the Reality/Fantasy Achievement Discrepancy score, these girls were the lowest in both Stages I and III. That is, their fantasy achievement level was significantly greater than their actual achievement.

Story Completion

There were no similar findings for Stage I and Stage III involving this group on any of the individual Story Coping or overall Coping Effectiveness ratings. Nor did this group differ significantly from any other group on any of the Coping Effectiveness ratings for Stage III. In Stage I they received the highest Coping Effectiveness ratings in Authority and the second highest Total Coping Effectiveness ratings.

For Coping Style dimensions present in both Stage I and Stage III (Stance, Engagement, Initiation, Implementation, Persistence or Instrumentality), there were no significant similar findings involving this group.

Several significant differences concerning this group were observed in Stage III. One consistent finding involved Response Length. This group differed significantly from other groups on all stories, ranking either second or first. They were also the second highest on the Mean Response Length. For Story Two, involving Interpersonal Relations, this group came first on Positive Affect Expressed by the Hero. On Story Three (Peer Aggression) they were the highest on Outcome. On Story Five (Authority), this group came first on Engagement. These girls differed significantly from other groups on Story Six (Anxiety), they received the highest scores on Positive and Negative Affect Expressed by the Hero, and also on the Total Affect of the Hero Plus Others. On Story Seven, involving Nonacademic Task Achievement, this group differed significantly on Evaluation of Outcome (first), on the Total Affect of Hero Plus Others (first) and on Implementation (eighth).

On the Mean scores for all stories these girls differed significantly from other groups in Stage III on the Mean Evaluation of Outcome, Mean Positive Affect Expressed by the Hero, and on the Mean Total Affect of the Hero and Others, where they received the highest scores in all three cases.

Differences in Coping Style dimensions observed in Stage I, but not replicated in Stage III, involved Mean Implementation (second) and Mean Persistence (first).

Interpretive Comments

There was a complete lack of agreement between Stage I and Stage III findings concerning this group for Aptitude and Achievement variables. In Stage III these girls received very low scores on the Math test and Grade Point Average. Their Math Achievement and Grade Point Average was also below average in Stage I, though they did not differ significantly from other groups. Their Reading Achievement was rather low in both analyses. When one considers the fourteen-year-old sample only, these girls were lowest of the four groups on Math and Reading Achievement in both Stage I and Stage III. In their GPA they were second lowest in Stage I and the lowest of the four groups in Stage III. Their relative standings were quite similar in both analyses. Thus, these findings seem to indicate the rather poor academic achievement of these girls.

Another tentative explanation concerns the possibility of slight changes in the makeup of the samples between Stage I and Stage III. It should be noted here that Stage III samples were drawn, in part, from different schools.

There was also a lack of agreement between the Stage I and Stage III findings for BRS ratings. That is, this group was the lowest only on Self-Assertion in both analyses. There were far fewer significant differences in Stage I than in Stage III. However, their low peer ratings, particularly in Stage III, for several BRS items seem to be consistent with their relatively poor performance in the classroom and with other data concerning these girls.

The strongest results from the Occupational Values Inventory (standings replicated in both analyses) were those placing this group high on Self-Satisfaction, Surroundings, and Associates. These last two choices for Extrinsic values are consistent with the nature of their future work, but the performance for Self-Satisfaction seems to be less realistic for these girls. Further, the low score on Follow Father is to be expected, since these fourteen-year-old girls are aware that they could not take the same kind of jobs as their fathers have. Looking at the intra-group rankings, we observe a consistent pattern for these girls to rank highest Self-Satisfaction, Associates, and Altruism. The preference for Associates is quite consistent with their nature of their future career choices. The

same is true of Altruism, which is also a rather feminine value. As for the two low ranked values (Follow Father and Management), one would not expect these girls to value such statements. This group of girls seems to have rather low Occupational Aspirations and Occupational Expectations (Stage III data), though they did not differ significantly from other groups on these two variables in Stage I. This might also be seen from their low Educational Aspirations in both analyses, which are quite consistent with their poor performance at school and also with their data on the Occupational Interest Inventory. But it should be pointed out that these girls aspired to higher status jobs than their fathers have. Of course, one would expect this, since the younger generation has higher demands and better opportunities in this respect than the older.

The reported good coping on Task Achievement, Interpersonal Relations, and for all areas of behavior presented in the Social Attitudes Inventory is not consistent with the girls' school achievement or with other evidence for this group. These contradictory findings are not readily explicable.

The Views of Life instrument hardly differentiated these girls from other groups in Stage III. Only on the Intrinsic/Extrinsic value of work did this group differ significantly from other groups; here they came first. This does not seem to be quite consistent with their school achievement or certain other data for this group.

On the Sentence Completion, involving Interpersonal Relations, this group was high on Coping Effectiveness in both Stage I and Stage III. This finding is somewhat contradictory, and seems to indicate that the girls depict their behavior as more positive than in fact it is. There is also evidence (Reality/Fantasy Achievement Discrepancy scores) to show that they are far less effective in their actual performance in the classroom than they portray themselves to be. This would seem to indicate that this group of girls exhibits sufficient self-confidence, particularly in dealing with peers but also with people in general. But on the whole, there was rather a lack of agreement concerning this group between Stage I and Stage III on the Sentence Completion instrument. Explanations for this failure are readily not available. It should also be noted here that there were far fewer significant differences for the Sentence Completion instrument in Stage III than in Stage I.

There was also a lack of agreement between Stage I and Stage III findings concerning these girls on Coping Effectiveness ratings in the Story Completion. The Coping Effectiveness ratings give somewhat contradictory evidence since, though these girls were quite low in Stage I, they did not differ from other groups on any one story or on all stories together in Stage III. The same lack of consistency was observed for the Coping Style dimensions. The consistently low standing in Stage III on Response Length is probably related to their poor

academic competence, which includes a lack of language or writing skills. This group also stood out on total scores concerning the Evaluation of Outcome and Affect scales, where these girls were the highest in Stage III. This may indicate that they could easily find simple resolutions in these stems and on the amount of affective statements (words) presented in their responses.

In total, the findings lead one to the conclusion that these girls look more optimistically to their future position in society than males of the same age and same status. Approximately two thirds of these girls are of the opinion that they will hold jobs which require completed secondary school or even higher education. However, because of their poor achievement in primary school, many of these girls will be compelled simply to continue schooling at schools which train their pupils as skilled workers. In any case, the girls in this group will be comparatively quick to learn a trade to earn their living. Hence, they have real chances of getting on successfully in their jobs and later on improving their standing in society.

It should finally be pointed out that this group consists only of girls who will have completed the eight-year primary school course without repeating a class and have accordingly not attended any class for more than one year.

LJUBLJANA FOURTEEN-YEAR-OLD HIGHER SOCIOECONOMIC MALES

Aptitude and Achievement

No findings were identical or similar for this group in both Stage I and Stage III.

In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they received the second highest score only on Reading Achievement.

Behavior Rating Scales

There was no pattern of differences which distinguished this group in the same way in both Stage I and Stage III. In Fact, this group was not differentiated significantly from any other group on any of the Stage III BRS variables.

In Stage I these boys received the highest score on Self-Assertion and third lowest on Authority.

Occupational Values Inventory

In both Stage I and Stage III these boys received a significantly high mean score only on Independence (second and third) and a low score on Esthetics (sixth and eighth).

In Stage III this group differed significantly from other groups only on Economic Returns, where they received the second highest score.

These boys received, in Stage I, the second highest score on Variety.

Turning to the intra-group ranking of values, we find that these boys ranked the value of Creativity highest (compared to their ranking of other values) in both Stage I and Stage III. They ranked low in both stages the values of Management, Esthetics and Follow Father.

Ranked relatively high within this group in Stage III were the values of Intellectual Stimulation and Success.

The values of Altruism and Self-Satisfaction were ranked highly in Stage I.

Occupational Interest Inventory

In both Stage I and Stage III this group received a significantly low score on the discrepancy between the Father's Occupation and the Child's Aspiration; here they stood in sixth and seventh place respectively. But in fact, these boys aspired to nearly the same status jobs as those held by their fathers.

In Stage III this group differed significantly from other groups on the new Father's Occupation variable.

In Stage I this group received the highest score on Aspiration and the third highest on Expectation, but these findings were not replicated in Stage III.

Educational Aspiration

These boys did not differ consistently from other groups on this variable in either Stage I or Stage III. In Stage III they received the third highest score on Educational Aspirations. But they did not differ on this variable in Stage I.

Social Attitudes Inventory

This group of boys did not differ significantly from other groups on any of the six variables in this Stage III instrument.

Views of Life

On the Stage III Views of Life instrument these boys differed significantly from other groups on six variables. They received high scores on the following variables: Immediate/Delayed (first), Independent/Interdependent (first), Earned Status/Bestowed Status (second), Activity/Passivity Under Stress (second), Views of Life (first), and on the Total Score (also first).

Sentence Completion

In the Task Achievement scales there were no findings which were similar in both Stage I and Stage III. In Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I this group received the lowest score on Frequency of Negative Affect.

In the Interpersonal Relations area there were no similarities in the findings for this group between Stages I and III. Again, in Stage III this group did not differ significantly from other groups on any variable. However, five significant Stage I differences were not replicated in Stage III. That is to say, these boys received in Stage I the highest scores on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect. They were also the lowest in Stage I on Frequency of Negative Affect.

Similarly, there were no findings in the area of Authority which coincided in Stages I and III. They were significantly low in Stage III on Attitude (eighth). In Stage I these boys received the highest scores on Engagement and on Frequency of Neutral Affect. Furthermore, they were the lowest in Stage I on the Frequency of Positive Affect.

In the area of Anxiety there were no similarities in the findings between Stage I and Stage III. In Stage III this group received the lowest score on Frequency of Depressive Affect. In Stage I they were the highest on Engagement.

For the Aggression scales, this group did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

On the Sentence Completion Total scores there were no findings similar for both Stages I and III. In Stage III this group received third highest score on Total Stance and the lowest score on Total Frequency of Depressive Affect. In Stage I they received the highest score on Total Engagement, second highest on Total Coping Effectiveness, and the highest on Total Frequency of Neutral Affect. They were the lowest in Stage I on Total Frequency of Negative Affect. On the Parent/Child Interaction items this group did not differ significantly from other groups on any of the four variables in either Stage I or Stage III.

On the Reality/Fantasy Achievement Discrepancy score the findings were not similar in Stage I and Stage III. In Stage III data these boys ranked second highest on this variable, meaning that they were far more effective in their actual performance than they thought of themselves. But they did not differ from other groups on this variable in Stage I.

Story Completion

There were no similar findings for this group on any of the individual or the overall Coping Effectiveness ratings in Stage I and Stage III. In fact, this group did not differ significantly from any other group on any of the Individual Story Coping Effectiveness ratings in either Stage I or Stage III. On the overall Coping Effectiveness ratings only, this group received the highest score in Stage I, but this finding was not replicated in Stage III.

For Coping Style dimensions present in both Stage I and Stage III (Stance, Engagement, Initiation, Implementation, Persistence or Instrumentality) there were no significantly similar findings involving this group. In Stage III this group did not differ significantly from other groups in these dimensions. However, this is quite contradictory to their standing in Stage I where these boys received the highest scores on Engagement, Initiation. Implementation, both Tone Affects, and the second highest on Persistence.

On Story One (Task Achievement) and Story Two (Interpersonal Relations) this group did not differ from other groups on any of the Stage III scales. On Story Three (Peer Aggression) these boys were the third highest on Response Length. Several significant differences were observed on Story Four concerning Anxiety; they were low on Engagement (eighth), Aid/Advice (seventh), Implementation (eighth), and fourth highest on Response Length. They did not differ from other groups on any of the scales for Story Five (Authority). On Story Six (Anxiety) these boys were third lowest on Response Length. On Story Seven, which concerns Nonacademic Task Achievement, they received significantly high scores on Stance (first), Response Length (third), and a low score on Total Affect of the Hero Plus Others. On the Mean scores for all stories these boys differed significantly from other groups on the Mean Response Length, where they received the third highest score, and on the Mean Total Positive Affect of the Hero where they were the lowest of all groups.

Differences in Coping Style dimensions in Stage I were somewhat contradictory compared to Stage III findings. In Stage I these boys received, in all cases except one, the highest scores on Mean Engagement, Mean Initiation, Mean Implementation, Mean for both Tone Affects, and the second highest score on Mean Persistence. These findings were not replicated in Stage III.

Interpretive Comments

The scores on Aptitude, Achievement tests, and Grade Point Average totally failed to differentiate these boys from other groups in Stage III. In Stage I they differed significantly from other groups only on Reading Achievement. But it should also be pointed out that their scores for these four measures were mostly above average in both

analyses. Thus, the findings would seem to indicate a relatively good or adequate performance at school by this group of boys.

Likewise, this group was not differentiated on any of the BRS items in Stage III. In Stage I they were differentiated from other groups on two of the eight BRS items. Explanations for this failure to discriminate in Stage III, and to a great extent also in Stage I, are not readily available.

On the Occupational Values Inventory, these boys were high on Independence and low on Esthetics. The high score on Independence is consistent with other evidence concerning this group. The low ranking of Esthetics shows that these boys are realistic enough in their career orientation. Looking at the intra-group rankings, we note that the high score on Creativity is not readily explicable. However, the low ranked values of Management, Esthetics and Follow Father follow expectations.

There was a complete lack of agreement between Stage I and Stage III findings concerning these boys on both the Occupational Interest Inventory and Educational Aspirations. Their Occupational Aspirations and Occupational Expectations give somewhat contradictory evidence, since, though these boys were high in Stage I, they did not differ from other groups on these two measures in Stage III. The same is true of Educational Aspirations, where these boys were high in Stage III, but did not differ from other groups in Stage I. These failures to discriminate in both Stages I and III are not readily explicable. The findings for this group were similar in both analyses only on discrepancy scores between the Father's Occupation and the Child's Aspiration, which showed that these boys aspired to somewhat lower status jobs than their fathers held, but, in fact, the difference seems not to be very great. In the whole, all these findings seem to indicate that the occupational and educational aspirations of this group are still relatively high and consistent with their school performance.

The Social Attitudes Inventory totally failed to differentiate these boys from other groups in Stage III.

The findings concerning the Views of Life instrument seem to indicate an adequate approach to schoolwork and other kinds of problems by by this group. They show a preference for immediate and independent action connected with earned status. It is obvious that the active behavior of these boys is rather consistent with their academic performance and their occupational aspirations.

There was a complete lack of agreement between Stage I and Stage III findings for the Sentence Completion instrument. The standing of this group was rather high in Stage I. Thus, there were far fewer significant differences in Stage III than in Stage I. Explanations for this

failure to discriminate in Stage III could probably be related to slight changes in the makeup of the samples between Stage I and Stage III.

Likewise, there was a complete lack of agreement between the Stage I and Stage III findings concerning this group on the Story Completion instrument. The Coping Effectiveness ratings are not consistent, since, though these boys were relatively high in Stage I, they did not differ from other groups in Stage III. The same lack of consistency, to an even greater extent, was observed in the Coping Style dimensions. Again, these boys were high on several dimensions in Stage I, but in Stage III they did not differ from other groups. Explanations for this failure to discriminate in both Stage I and Stage III could be related to slight changes in the makeup of the samples, or to the stories, which were modified and whose scoring system was extensively changed. Certainly their relatively high self-ratings in Stage I are consistent with other data concerning this group of boys. The quite high standing in Stage III on Response Length could be related to their relatively good academic competence, which includes adequate language or writing skills. However, these boys stood low on the Positive Affect of the Hero, which simply refers to the number of affective statements presented in the subject's response.

One may conclude that these boys successfully meet curriculum demands. They also have appropriate aptitudes, adequate motivation and a rather active approach toward schoolwork. In addition, they live in favorable home conditions. In their work they are supported by both parents and teachers, but these occasionally blame them, thinking that they could do even better in school.

It is clear that these boys have a real chance to continue their schooling and to make a success of their lives. Probably many of them will not only finish secondary school but will later on go to university. Those who continue seem to be more active and persistent in their work and have every chance of making a good career in society.

LJUBLJANA FOURTEEN-YEAR-OLD HIGHER SOCIOECONOMIC FEMALES

Aptitude and Achievement

These girls differed significantly from other groups in one of the four variables in both Stage I and Stage III. They received high Grade Point Averages in both stages, being ranked third and first respectively.

They did not differ significantly from any other groups on Aptitude, Math and Reading Achievement scores in either Stage I or Stage III.

Behavior Rating Scales

In both Stage I and Stage III this group differed significantly from other groups on two BRS variables. They received high scores on Academic Task Achievement (third and first) and Authority (second both times).

In Stage III findings with new variables, this group was significantly high on Implementation (first) and Initiation (second).

There were no significant differences in Stage I that did not appear in Stage III.

Occupational Values Inventory

These girls received significantly high mean scores in both Stage I and Stage III only on Independence (third and second rank). They received significantly low scores in both stages on Management (eighth both times), Economic Returns (also eighth both times), and Follow Father (seventh and sixth).

There were no significant differences in Stage III which did not appear in Stage I.

However, in Stage I, this group received significantly high mean scores on Altruism (first), Success (first), Self-Satisfaction (first), Surroundings (second), Variety (first), and Total Intrinsic scores (also first). They were the lowest on Prestige and Total Extrinsic scores. Not all these findings were replicated in Stage III.

Turning now to the intra-group ranking of values, we observe that these girls ranked the values of Self-Satisfaction and Creativity relatively high (compared to their ranking of other values) in Stage I and Stage III. They ranked low in both stages the values of Follow Father, Management, and Economic Returns

Ranked highly within this group in Stage III, but not in Stage I, were the values of Intellectual Stimulation and Associates.

The values of Altruism and Success were ranked highly in Stage I, but these findings did not appear in Stage III.

Occupational Interest Inventory

This group differed consistently from other groups on all three of the variables which were the same for both Stage I and Stage III. They received high scores in both stages on Aspiration (second and first), the highest on Expectation, and fourth lowest on the discrepancy between the Father's Occupation and the Child's Aspiration (really meaning that they aspired to the same status jobs as those held by their fathers).

This group also differed significantly from other groups on the new Father's Occupation variable.

There were no significant findings in Stage I which were not replicated in Stage III.

Educational Aspiration

These girls differed consistently from other groups on this variable in both Stages I and III. They received significantly high scores on Educational Aspiration in both cases, being ranked second and first respectively.

Social Attitudes Inventory

This group did not differ significantly from other groups on any of the six Social Attitude variables on this Stage III instrument.

Views of Life

In this Stage III instrument, the group differed significantly from others on five variables. They received high scores on the following variables: Independent/Interdependent (second rank), Earned/Bestowed Status (first), Instrument/Fantasy (first), Activity/Passivity Under Stress (first) and Total Score (second).

Sentence Completion

In the Task Achievement area there were no findings which were similar in both Stage I and Stage III. In Stage III this group differed significantly from other groups on Aid/Advice (first place). In Stage I they were significantly low on Frequency of Negative Affect.

Also, in the area of Interpersonal Relations there were no similarities in the findings for this group between Stages I and III. However, in Stage III, they differed significantly from other groups on all variables in this area except one. They received the highest scores on Stance, Engagement, Aid/Advice, Coping Effectiveness, and Neutral Affect. They were the lowest in Stage III on Attitude, Frequency of Hostile Affect, and Frequency of Positive Affect. These findings were not replicated in Stage I.

On the Authority scales, this group differed significantly from other groups only on one variable in both Stage I and Stage III. They received the highest score on Stance (in Stage III) and the lowest score on the same variable (in Stage I). Furthermore, in Stage III, but not in Stage I, these girls were the highest on Coping Effectiveness, and Frequency of Neutral Affect. They were the second lowest on Frequency of Depressive Affect. These findings were not replicated in Stage I.

In the area of Anxiety there were no similarities in the findings between Stage I and Stage III. In Stage III there were no significant differences involving this group on any of the variables. In Stage I they received the lowest score on Engagement.

On the Aggression variables, this group of girls did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

For the Sentence Completion Total scores there were no findings which were similar in both Stages I and III. Several significant differences appeared in Stage III. That is, they received the highest scores on Stance, Engagement, Aid/Advice, Coping Effectiveness, and Frequency of Neutral Affect. They were the lowest on Attitude. In Stage I there were no significant findings involving this group.

On the Parent/Child Interaction items, too, there were no findings similar for both Stages I and III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they received the highest score on Interaction with Mother.

In addition, this group did not differ significantly from other groups on the Reality/Fantasy Achievement Discrepancy score.

Story Completion

There were no similar findings for Stage I and Stage III for this group on any of the individual Story Coping Effectiveness ratings, or the overall Coping Effectiveness ratings. In Stage III they received the highest score only on Story Three Coping Effectiveness, involving Peer Aggression. Also, in Stage I, this group differed significantly from other groups on one of the variables; they received the lowest score on Sociability.

Turning to the Coping Style dimensions, it should be pointed out that only the following dimensions were scaled in both Stages I and III: Stance, Engagement, Initiation, Implementation, and Persistence (Stage I) or Instrumentality (Stage III). Also, only mean scores for all stories were available from Stage I data, while both mean scale scores and individual story scale scores were available from Stage III data. For those scales present in both the Stage I and Stage III systems, there were no significantly similar findings involving this group.

Consistent differences involving this group were observed for the first time in Stage III on the Response Length. This group differed significantly from other groups on all stories, ranking either first or second. They were also the highest of all groups on the Mean Response Length. On Story One (Task Achievement) and Story Two (Interpersonal Relations) this group did not differ from the other groups

on any of the scales in these areas. On Story Three, involving Aggression, this group came first on Evaluation of Outcome. They did not differ from other groups on any of the scales for Story Four (Anxiety), Story Five (Authority), and Story Six (Anxiety). Only in Story Seven, which concerned Nonacademic Task Achievement, was this group lowest on Aid/Advice. The group did not differ significantly from other groups on the Mean scores for all stories.

There were no significant differences for this group in Stage I Coping Style dimensions.

Interpretive Comments

The findings concerning Grade Point Average seem to indicate an adequate performance at school, where the position of this group was quite similar in both Stage I and Stage III. However, this group did not differ from other groups on Aptitude, Math and Reading Achievement, though their scores were mostly above average in both analyses.

The slight discrepancy between GPA and Achievement tests might probably be explained in these terms: teachers gave these girls somewhat higher marks, since they get along well with teachers and generally exhibit more appropriate classroom behavior than boys. We point out again that the marking procedures in schools are very traditional and rather subjective. Of course, this explanation should be treated as tentative.

Peer BRS ratings placed these girls high in coping with Task Achievement problems and with Authority figures. In Stage III they were also high on Peer ratings involving Implementation and Initiation. Thus, their high peer ratings in both analyses, and in Stage III with new variables, are quite consistent with their academic achievement and position in school. Also, these findings seem to indicate that these girls are self-disciplined enough and well adjusted. Hence, one would expect their teachers to be favorably inclined toward them.

On the Occupational Values Inventory, this group stood high in both Stage I and Stage III on Independence and low on Management, Economic Returns, and Follow Father (compared to the rankings of these values by other groups). The high score on Independence is consistent with their school achievement and with other data concerning this group. It is not illogical that these girls score low on Management, since this is one of the more masculine values. The low score on Economic Returns is also logically related to their favorable living conditions, so one would not expect this value to be highly esteemed by these girls. The low preference for Follow Father indicates a lack of identification with the father, and this identification is normally weak at this age, particularly in girls. Looking at the intra-group rankings, we observe that these girls came relatively high (compared to their ranking of other values) on Self-Satisfaction, which seems to be consistent with

their school performance and occupational aspirations. They were also relatively high on Creativity, but the preference for this value is not quite realistic and not readily explicable. Three of the low ranked values were the same as appeared by comparison with other groups.

The findings show that these girls have high Occupational Aspirations and Occupational Expectations in both Stage I and Stage III. Their Educational Aspirations were also quite high in both analyses. Thus, these findings are consistent with school performance and other data concerning the group.

The Social Attitudes Inventory totally failed to differentiate these girls from other groups. It is possible that the "socially desirable" items led to inflated scores, since this instrument also differentiated other groups rather poorly.

The findings concerning the Views of Life instrument seem to indicate adequate coping with schoolwork and other problems. They show the preference for independent and active behavior closely connected with earned status. It is evident that active coping behavior is quite consistent with all other data for this group of girls.

Stage I and Stage III findings on Sentence Completion showed a lack of agreement. It should be noted that there were more significant differences in Stage III than in Stage I (particularly in the area of Interpersonal Relations). Explanations for this lack of agreement are not readily available, since a majority of the items remained the same and the scoring and scaling systems were changed very little.

Likewise, there was a lack of agreement on the Story Completion instrument. On the Coping Effectiveness ratings there were no results similar in both Stage I and Stage III. On the Coping Style dimensions these girls did not differ from other groups in both analyses. The consistently high standing in Stage III on Response Length is probably related to this group's good academic competence, which includes adequate language or writing skills. Finally, this group of girls did not differ consistently from other groups on any coping style dimension for all stories in Stage III.

In conclusion, this group of girls successfully meets curriculum demands. They also have appropriate aptitudes and adequate motivation and show a rather active approach toward schoolwork. In addition, they live in favorable home conditions. In their work they are supported by parents and teachers. Most of them wish to continue schooling at secondary school, and many of them later at university.

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COPING STYLES AND ACHIEVEMENT: A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

Volume V of VII Volumes

A REPLICATION STUDY OF COPING PATTERNS IN EIGHT COUNTRIES

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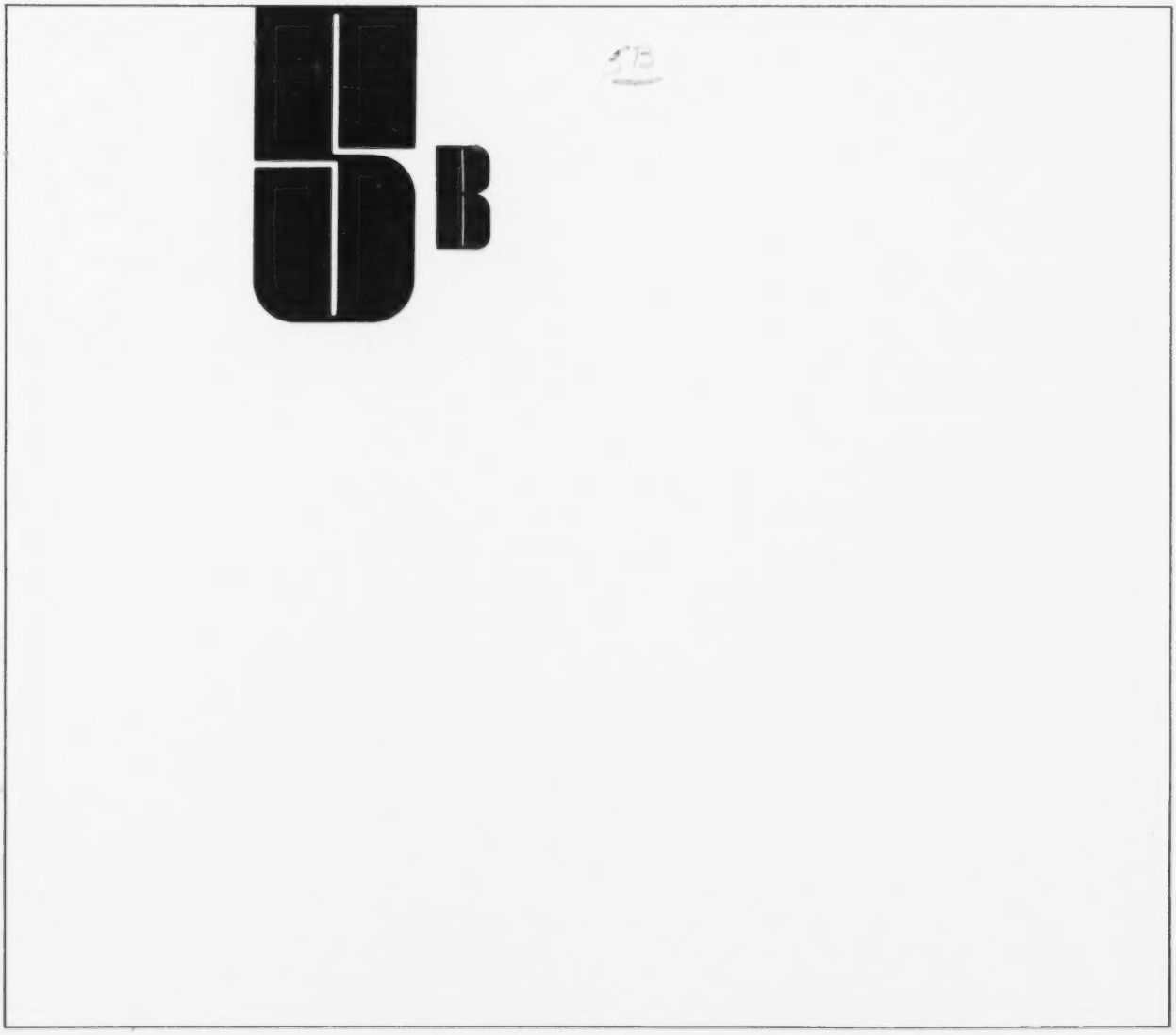

FINAL REPORT Project No. HRD-167-65, Contract No. OE-5-85-063, Contract No. 29390

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no systematic Age differences in Stage I or Stage III since the scores were standardized separately within each age group for each country. There was one significant Age x Sex interaction observed in Stage III which was not found in Stage I. There, on the Raven, females excelled at age ten, but males at age fourteen.

There were two significant Age x SES interactions in Stage I which were not replicated in later analyses. On the Mathematics Achievement and Grade Point Average the higher socioeconomic status group excelled at both age levels, but this difference was accentuated in the ten-year-old sample.

Socioeconomic Status

The higher status children were superior to the lower-status children on the Raven, the Mathematics and Reading Achievement and also on the Grade Point Average, in both Stage I and Stage III.

There were no significant SES x Sex interactions observed either in Stage I or Stage III.

Sex

There were no similar findings in Stage I and Stage III which involved Sex main effect. In fact, there were no Sex differences in Stage III, but two in Stage I where the females received higher scores than did males on the Grade Point Average and the reverse was true on Reading, where the males received the higher scores.

BEHAVIOR RATING SCALE

Interpretive Restrictions

Because the ten-year-old children were not only in different classes, but in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Consequently, it is not valid or meaningful to compare scores across the two age groups as a whole. However, it is meaningful to compare differences within the two age groups.

Age

There was one significant Age x SES interaction common to both analyses. In Control of Aggression, the higher status exceeded the lower status children, but this difference in favor of the higher status sample was greater in the ten-year-old children. One significant Age x Sex interaction appeared in the same area of behavior (Control of Aggression); at age ten the females scored higher, while at age fourteen the males received the higher scores.

There were no Interactions involving Age in Stage III which did not appear in Stage I.

Seven significant Age x SES interactions in Stage I were not replicated in Stage III. For Academic Task Achievement, Nonacademic Task Achievement, Authority, Interpersonal Relations, and the Summary Score, the higher status excelled at both age levels, but this difference was accentuated in the ten-year-old sample. In Anxiety, at age ten the lower status excelled, but at age fourteen the differences between higher and lower status sample were equal. For Self-Assertion, at age ten the lower status excelled while at age fourteen the higher status excelled.

Socioeconomic Status

There were four socioeconomic main effects which were identical in Stage I and Stage III. For Academic Task Achievement, Authority, Interpersonal Relations, and Control of Aggression, the higher status excelled the lower status children. There were no significant SES x Sex interactions present in both Stages I and III.

There were three significant socioeconomic main effects observed in Stage I which were not replicated in Stage III. The higher status group excelled the lower status group in both Nonacademic Task Achievement and the Summary score. However, the lower status group received higher scores than the higher status group on handling Anxiety. There were no significant SES x Sex interactions.

Sex

There were two Sex main effects which were similar in both analyses. Males received higher scores than females on Anxiety and Self-Assertion. In fact, in Stage III there were no significant Sex main effects.

Stage I findings which were not replicated in Stage III included the superiority of females over males in Academic Task Achievement, Authority, Interpersonal Relations, and the Summary BRS score.

OCCUPATIONAL VALUES

Age

There were a number of Age main effects which were identical in Stage I and Stage III. In both analyses, the ten-year-olds received higher scores on Economic Returns, Follow Father, and Total Extrinsic scores. The fourteen-year-olds, in both cases, received higher scores on Independence, Self-Satisfaction, Surroundings, Associates, and Total Intrinsic scores. Thus, on eight of the fifteen values the same Age main effects were observed. There were no significant interactions involving age in common in both Stages I and III.

Age main effects observed for the first time in Stage III included only Security where the fourteen-year-olds excelled the ten-year-old children. There were two Age x SES interactions observed for the first time in Stage III data. For Self-Satisfaction, at age ten the higher status children scored higher; while at age fourteen the lower status children received higher scores. For Economic Returns, at age ten the lower status children excelled; while at age fourteen the higher status children received higher scores. There were no Age x Sex interactions in Stage III.

There were five Age main effects observed in Stage I data which were not replicated in Stage III. The ten-year-olds received higher scores on Esthetics, Intellectual Stimulation, and Prestige. The fourteen-year-olds scored higher on Success and Variety. There was only one Age x SES interaction in Stage I not replicated in the later analysis. For Surroundings, at age ten the higher status children scored higher; while at age fourteen the lower status children received the higher scores. There were three significant Age x Sex interactions observed in Stage I but not replicated in Stage III. For Self-Satisfaction, at age ten the males scored higher; while at age fourteen the females scored higher than males. For Economic Returns, at age ten the females excelled the males; while at age fourteen the males received higher scores than females. For Follow Father, the males excelled at both age levels, but this difference in favor of the males was greater in the ten-year-old sample.

Socioeconomic Status

There were three socioeconomic main effects which were similar in both Stage I and Stage III. For Management, the lower status children scored higher; while the higher status children more often chose the value of Follow Father. The findings concerning Total Extrinsic scores gave contradictory evidence, since the lower status excelled in Stage I; the higher status children scored higher in Stage III. There were no significant SES x Sex interactions present in both Stages I and III.

There were three social status main effects observed in Stage III, but not replicated in Stage I. The lower status children scored higher than the higher status children on Associates, Variety, and Total Intrinsic scores. There were three SES x Sex interactions observed in Stage III only. For Management, the higher status males scored higher than females of the same status level, but in the lower status there was virtually no sex difference. For Creativity, the lower status males scored higher than females, but in the higher status sample the females excelled the males. For Economic Returns, the males excelled at both status levels, but this difference in favor of the males was greater in the higher socioeconomic sample.

There were four social status main effects observed in Stage I, but not in Stage III. The lower status scored higher than higher status on Security and Economic Returns; while the higher status more often chose the values of Intellectual Stimulation and Creativity. There was only one SES x Sex interaction in Stage I not replicated in Stage III. That is, the males scored higher in both social status groups, but this difference was greater for the lower status than the higher status sample.

Sex

There were a number of Sex main effects which were identical in both Stages I and III. The females scored higher than the males on Altruism, Esthetics, Self-Satisfaction, Associates, and Total Intrinsic scores. The males scored higher than the females only on Follow Father. In fact, six of the seventeen scales gave the same results in both analyses.

Significant in Stage III, but not in Stage I, was the greater frequency of choice by the males of the values of Management, Economic Returns, and Total Extrinsic scores.

Significant in Stage I, but not replicated in Stage III, was the greater frequency of choice by males of the values of Independence, Creativity, and Prestige while by females of the value of Surroundings.

OCCUPATIONAL INTEREST

Age

There were no similar findings in both Stages I and III which involved Age main effect or any interactions involving age.

There were two significant Age x SES interactions observed in Stage III which were not found in Stage I. On the Child's Expectation, the higher status children excelled at both age levels, but this difference was accentuated in the fourteen-year-old sample. On the Discrepancy

between Father's Occupation and Child's Aspiration, the lower status children excelled at both age levels, but this difference was greater in the ten-year-old sample.

There were two significant Age x Sex interactions in Stage I which were not replicated in Stage III. For Child's Expectation, at age ten the males excelled while at age fourteen the females excelled. On the Discrepancy between the Child's Expectation and Child's Aspiration, the females excelled at age ten, while at age fourteen the males excelled.

Socioeconomic Status

There were three social status main effects which were identical in both Stage I and Stage III. On both Child's Aspiration and Child's Expectation, the higher status children scored higher than the lower status children. The lower status children excelled the higher status children on the Discrepancy between Father's Occupation and Child's Aspiration. There were no SES x Sex interactions common to the two analyses.

In Stage III there was one social status main effect. The higher status children excelled the lower status children concerning their Father's Occupation.

In Stage I two social status main effects were observed (these variables were measured only in this stage). The lower status children excelled the higher status children on the Discrepancy between the Child's Aspiration and on both the Father's and Mother's Aspiration for Child. There was also one SES x Sex interaction in Stage I not replicated in Stage III. On the Child's Aspiration, the females excelled in the lower status group while in the higher status group the males excelled.

Sex

There were no Sex main effects which were similar in Stages I and III. In fact, there were no sex differences in Stage III. In Stage I the females received higher scores than did males on the Discrepancy between Father's Occupation and Child's Aspiration.

EDUCATIONAL ASPIRATION

Age

There were no similar findings in both Stages I and III which involved the Age main effect or any interactions involving age.

No differences were observed in Stage III concerning Age effects. However, in Stage I the ten-year-old children showed higher Educational

Aspirations than fourteen-year-olds. There was also an Age x SES interaction in Stage I which did not appear in Stage III. That is, the higher status group excelled at both age levels, but this difference was accentuated in the fourteen-year-old sample.

Socioeconomic Status

In both Stage I and Stage III the higher status children showed higher Educational Aspirations than lower status children. There were no SES x Sex interactions either in Stage I or Stage III.

Sex

There were no Sex main effects

SOCIAL ATTITUDES

Age

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was the instrument completely revised, but also scoring and scaling systems generated different variables; thus only Stage III results will be reported.

There were four Age main effects in Stage III data. The fourteen-year-old children excelled the ten-year-old children on Task Achievement, Aggression, Interpersonal Relations, and Total Attitude scores. There were no interactions involving age.

Socioeconomic Status

There was only one social status main effect. That is, the lower status children excelled the higher status children on Aggression.

Sex

Females scored higher than males on Task Achievement, Authority, Interpersonal Relations, and Total Attitude scores.

VIEWS OF LIVE

Age

There were a number of Age main effects observed in this Stage III instrument. The ten-year-olds received a high score on Self-Joint Implementation and Positive/Negative Self-Concept. The fourteen-year-olds, on the other hand, received higher scores on the following variables: Immediate/Delayed, Intrinsic/Extrinsic, Task Achievement/Interpersonal Relations, Independent/Interdependent, Earned Status/Bestowed Status, Confront/Avoid, Instrument/Fantasy, Activity/Passivity Under Stress,

Views of Life, and Total Score. Thus, on twelve of the twenty-one variables the same Age main effects were observed.

There was one Age x SES interaction. On Independent/Interdependent the lower status excelled at age ten while at age fourteen the higher status excelled. Three Age x Sex interactions were also observed. On the Intrinsic/Extrinsic variable, the males excelled at age ten while at age fourteen the females excelled. On Self-initiation/Other Initiation and on Positive/Negative Self-Concept the females scored higher at age ten while at age fourteen the males received higher scores.

Socioeconomic Status

Two social status main effects were observed in this Stage III instrument. The higher status children excelled the lower status children on the Earned/Bestowed Status and on Total Score. There was also one SES x Sex interaction. Thus, on the Task Achievement/Interpersonal Relations variable, lower status females excelled, but in the higher status males received the higher score.

Sex

There were six main effects. Females received higher scores on Self-Joint Implementation, Instrument/Fantasy, and Control/Expressivity and Acceptance. Males excelled the females on Locus of Control and Immediate/Delayed.

SENTENCE COMPLETION

Age

There were a number of Age main effects in different areas of behavior which were identical in Stage I and Stage III. However, there were no similar interactions involving Age observed in both analyses.

On the Task Achievement scales the ten-year-olds received higher scores than fourteen-year-old children on Hostile Affect. In the area of Interpersonal Relations the fourteen-year-olds scored higher on Stance, Engagement, and Coping Effectiveness by comparison with the ten-year-old sample.

In the area of Authority the ten-year-old children by comparison with fourteen-year-olds received higher scores on Attitude. The fourteen-year-olds received higher frequencies in the same area on Neutral Affect. The scores on Stance give contradictory evidence, since in Stage I ten-year-olds excelled while in Stage III fourteen-year-olds excelled.

There were no similar findings in Stages I and III in the areas of Anxiety and Aggression.

On Sentence Completion Total scores the ten-year-olds received higher scores on Attitude and Negative (Depressive) Affect. The fourteen-year-olds scored higher than the ten-year-olds on Stance, Engagement, Coping Effectiveness, and on both Neutral and Positive Affect.

For the Parent/Child Interaction items there was one main Age effect in both Stage I and Stage III. However, the scores on Interaction with Mother were contradictory since in Stage I the fourteen-year-olds excelled while in Stage III the ten-year-olds excelled.

Let us consider now the findings in Stage III. In the Task Achievement area the fourteen-year-olds received higher scores than the ten-year-olds on Stance, Engagement, and Aid/Advice. In Interpersonal Relations the ten-year-olds scored higher on Attitude, and Depressive and Positive Affect, while the fourteen-year-olds were higher on Aid/Advice and Neutral Affect. In the area of Authority, ten-year-olds received higher scores on Depressive Affect, but fourteen-year-olds on Coping Effectiveness. On Anxiety scales the ten-year-olds scored higher on Attitude and Depressive Affect while fourteen-year-olds were higher on Stance, Coping Effectiveness and both Neutral and Positive Affect. In the Aggression area the ten-year-olds scored higher than the fourteen-year-olds on Engagement. The Sentence Completion concerning Total Scores showed that the fourteen-year-olds received higher scores on Aid/Advice. There was only one Age x SES interaction in Stage III. That is, the higher status excelled at both age levels on Mother Interaction, but this difference was accentuated in the ten-year-old sample. Seven significant Age x Sex interactions in Stage III were not found in Stage I. For Interpersonal Relations involving Positive Affect, females scored higher at age ten than males while at age fourteen no sex differences were observed. On Engagement, Aid/Advice and Coping Effectiveness in the area of Aggression, the females excelled at age ten while at age fourteen the males excelled. In the Aggression area, involving Hostile Affect, the males received higher scores at both age levels but this difference was greater in the ten-year-old sample. Also, in the Aggression area involving Neutral Affect, at age ten the females scored higher than the males but at age fourteen no sex differences were observed. Finally, on the Mother Interaction item the females received higher scores than the males at both age levels, but this difference was accentuated in the ten-year-old sample.

There were also a number of Age main effects observed in Stage I which were not replicated in Stage III. On Task Achievement scales the ten-year-olds scored higher on Attitude but fourteen-year-olds on Coping Effectiveness, and both Neutral and Positive Affect. In Interpersonal Relations the ten-year-old children showed a higher Frequency of Negative Affect. In the Authority area the ten-year-olds showed a higher Frequency of Negative Affect while the fourteen-year-olds scored higher on Engagement. There were no age differences in the area of Anxiety. In the Aggression area the ten-year-olds received a higher score on Negative Affect, but fourteen-year-olds on Neutral Affect.

Finally, the ten-year-olds scored higher on the Parent/Child Interaction item, but fourteen-year-olds on Self-Image. There were four Age x SES interactions in Stage I, but not in Stage III. On Interpersonal Relations involving Negative Affect, the higher status group excelled at age ten while at age fourteen the lower status group excelled. In the Authority area, involving Positive Affect, the higher status group scored higher at age ten while at age fourteen the lower status were higher. In the Aggression area, involving Negative Affect, the lower status group excelled at age ten while at age fourteen the higher status group excelled; in the same area involving Neutral Affect, the higher status group excelled at age ten while at age fourteen the lower status group excelled. There were a number of Age x Sex interactions in Stage I. In the area of Interpersonal Relations involving Negative Affect, females scored higher than males at both age levels but this difference was greater in the fourteen-year-old sample; in the same area involving Neutral Affect, at age ten there were no sex differences while at age fourteen males scored higher than females. In the Authority area involving Engagement, the females excelled at age ten, but at age fourteen the males excelled; in the same area involving Negative Affect the males excelled at age ten, but at age fourteen the females excelled. On Stance and Engagement in the Anxiety area the males received higher scores than females at both age levels, but this difference was accentuated in the fourteen-year-old sample. On Sentence Completion Total Scores involving Engagement and Coping Effectiveness females excelled at age ten while at age fourteen males excelled. On Total Negative Affect the males excelled at age ten while at age fourteen the females excelled. On Total Scores involving Neutral Affect, there were no sex differences at age ten, but at age fourteen the males scored higher.

Socioeconomic Status

Only two social status main effects were observed in both Stage I and Stage III. The findings on Stance in the Authority area were contradictory, since in Stage I the lower status group scored higher while in Stage III the higher status group scored higher. On the Reality/Fantasy Achievement Discrepancy score, the higher status children excelled the lower status children in both analyses. There were no SES x Sex interactions similar in both analyses.

There were only three social status main effects observed in Stage III which were not found in Stage I. In Task Achievement involving Attitude, the lower status children scored higher than higher status children. In Anxiety involving Depressive Affect, the lower status group excelled while on Neutral Affect the higher status group excelled. Further, four significant SES x Sex interactions appeared in Stage III, but not in Stage I. In the Authority area involving Attitude, lower status males excelled but higher status females received higher score. On Coping Effectiveness in the Aggression area males excelled in the lower status group and females in the higher status group. For Neutral

Affect in Aggression area there were no sex differences in the lower status group while in the higher status group females excelled. On the Total Coping Effectiveness Score the females received higher scores at both social levels, but this difference was greater in the higher status sample.

There were no social status main effects observed in Stage I data. However, four significant SES x Sex interactions were found in Stage I which were not replicated in Stage III. In Coping Effectiveness in the Task Achievement area, lower class males excelled while higher status females excelled. On Positive Affect in the Authority area the females scored higher than the males in both social status groups, but this difference in favor of the females was accentuated in the higher status sample. For Stance and Engagement in the Aggression area the females excelled the males in both social status groups, but this difference in favor of the females was accentuated in the lower status group.

Sex

There were three Sex main effects which were similar in both Stages I and III. That is, the females scored higher than the males on Stance in the Task Achievement area. The females also excelled the males on Interaction with the Father. Finally, the males excelled the females on the Reality/Fantasy Achievement score. However, four Sex main effects were also found in both Stages I and III, but the findings were quite contradictory. For Hostile Affect in the area of Interpersonal Relations in Stage I the females excelled the males, but in Stage III the males excelled the females. Also, on Neutral Affect in the Interpersonal Relations area in Stage I the males excelled while in Stage III the females excelled. The same was found in the Anxiety area for Hostile Affect, where in Stage I females received higher scores than males, but in Stage III males were higher than females. Likewise, on Total Hostile Affect females excelled the males in Stage I while males scored higher than females in Stage III

Let us turn to Stage III findings which were not found in Stage I. On Coping Effectiveness in the Task Achievement area, females excelled the males; On Hostile Affect in the same area males scored higher than females. On both Depressive and Positive Affect in the area of Interpersonal Relations females excelled males. In the Authority area involving Hostile Affect, males scored higher than females; but on Depressive Affect in the same area of behavior females scored higher than males. Also, on Depressive Affect in the Anxiety area the females excelled the males. Likewise, in the Aggression area involving Hostile Affect, males scored higher than females; but on Depressive and Neutral Affect in the same area the females received higher scores than males. The females also excelled the males on Total Engagement scores, Total Coping Effectiveness, and Total Depressive Affect. Furthermore, on Parent/Child Interaction items females excelled males on Self-Concept and on Interaction with Mother.

There were a number of Sex main effects in Stage I which were not replicated in Stage III. On Attitude both in the Interpersonal Relations and Authority areas the females scored higher than the males. The females also scored higher on Frequency of Positive Affect in the area of Authority. In Anxiety males excelled females on Stance, Engagement, Coping Effectiveness, and Neutral Affect However, in Aggression females received higher scores than males on Stance, Engagement, and Coping Effectiveness. The females excelled the males on the Total Attitude score, but males scored higher than females on Total Neutral Affect.

STORY COMPLETION

Age

Let us first consider the Coping Effectiveness ratings for the stories which are identical or similar in Stages I and III. There were two Age main effects for the individual stories which were similar in both analyses. The fourteen-year-old children received higher scores than ten-year-old children in coping with Aggression (Story Eight in Stage I and Story Three in Stage III) and coping with Authority figures (Story Ten and Story Five). On Coping Effectiveness there were no interactions involving age common to the two analyses.

Turning now to the Coping Style dimensions, we should point out again that only the following dimensions were scaled in both Stages I and III: Stance, Engagement, Initiation, Implementation, and Persistence or Instrumentality (Stage III). Also, only mean scores for all stories were available from Stage I data, while both mean scale scores and individual story scale scores were available with Stage III data. For those scales present in both stages, there were no significant Age main effects or any interactions involving age. However, for the Mean Engagement score the findings were contradictory, since in Stage I the fourteen-year-olds excelled while in Stage III the ten-year-olds excelled.

There were a number of Age main effects concerning individual story scale scores which were observed for the first time in Stage III. One consistent finding involved Response Length. The fourteen-year-olds scored higher than the ten-year-olds on all seven stories and on the Mean Response Length. On Stance in two stories the fourteen-year-olds scored higher than the ten-year-olds. On Engagement in two stories the ten-year-olds excelled while in one story the fourteen-year-olds excelled. In Story Four, involving Initiation, the ten-year-olds scored higher. On Aid/Advice in two stories and on the Mean scores for all stories the ten-year-olds excelled the fourteen-year-olds. On Solver in two stories and on the Mean scores across all stories ten-year-olds scored higher than fourteen-year-olds. On Implementation in two stories the ten-year-olds excelled, while in two other stories the fourteen-year-olds excelled. On the Outcome in three stories the

fourteen-year-olds scored higher, while in one story the ten-year-olds received higher scores. The fourteen-year-olds excelled the ten-year-olds on five stories and on the Mean scores for all stories on the Evaluation of Outcome. On two stories and the Mean scores for all stories the fourteen-year-olds received higher scores on the Positive Affect Expressed by the Hero. In one Story, involving Negative Affect Expressed by the Hero, the ten-year-olds excelled, while on two stories the fourteen-year-olds excelled. On two stories the fourteen-year-olds scored higher than the ten-year-olds concerning the Total Affect of the Hero Plus Others.

There were nine significant Age x SES and nineteen Age x Sex interactions concerning individual story scales and Mean Story Completion scores in Stage III. Seven of the nineteen Age x Sex interactions involved the Response Length. The females excelled the males in four stories on the Mean Response Length at both age levels, but this difference in favor of the females was greater in the fourteen-year-old sample. On two stories there were no sex differences at age ten while at age fourteen the females scored higher.

There were several Age main effects in Stage I which were not replicated in Stage III. On Coping Effectiveness involving Interpersonal Relations (Story Seven), Academic Task Achievement (Story One) and the Mean scores for all stories the fourteen-year-olds scored higher than the ten-year-old children. Likewise, the fourteen-year-olds received higher scores on Mean Initiation, Mean Implementation and Mean Persistence. The ten-year-olds scored higher on the Mean Sociability score. There were two significant Age x SES interactions observed in Stage I which were not replicated in Stage III.

Socioeconomic Status

In Coping Effectiveness and Coping Style dimensions there were no social status main effects which were similar in both Stage I and Stage III. Also, there were no interactions involving age common in both analyses.

On Coping Style dimensions there were seven significant social status main effects observed in Stage III. The lower status children received higher scores than higher status children on Stance (Story Three), Engagement (Story Three), Solver (Story Three and Story Four) and the Positive Affect Expressed by the Hero (Story Two). The higher status excelled on Negative Affect Expressed by the Hero (Story Two). The higher status group excelled the lower status in Story One on Response Length. In Stage III there were only six significant SES x Sex interactions observed on the individual story scales.

In Stage I the higher status children scored higher than the lower status children on Mean Coping Effectiveness. There were also five social status main effects involving Coping Style dimensions. That is,

the higher status group excelled the lower status group on Mean Engagement, Mean Initiation, Mean Implementation, Mean Affect Tone, and Mean Persistence. These findings were not replicated in Stage III. Three significant SES x Sex interactions in Stage I were not found in Stage III.

Sex

On Coping Effectiveness and Coping Style dimensions there were no Sex main effects which were similar in Stages I and III.

One Story III finding which was not found in Stage I was the superiority of males over females in Coping Effectiveness involving Nonacademic Task Achievement (Story Seven). The females excelled the males on all stories involving the Response Length; they also scored higher on the Mean Response Length. On Stance the females scored higher on Story Four, whereas the males received higher scores on Story Five and Story Seven. The males excelled the females on the Initiation (Story Seven). On Aid/Advice and Solver the males scored higher on Story Seven. On Implementation the females excelled on Story Four while the males excelled on Story Seven. Females received higher scores than males on Positive Affect Expressed by the Hero (Story Five and Story Seven), Negative Affect Expressed by the Hero (Story Six and Story Seven), and on the Total Affect of the Hero Plus Others (Stories: Four, Five, Six, and Seven).

In Stage I there were two Sex main effects which were not replicated in Stage III. Males received higher scores than females on Coping Effectiveness involving Anxiety (Story Five). The males also excelled on the Mean Affect Tone. There were no other sex differences in Stage I.

INTERPRETIVE COMMENTS AND IMPLICATIONS

Age

The Aptitude and Achievement scores were standardized separately within each age group so that no difference between age groups was expected. However, we take it for granted that fourteen-year-old children would score higher on the Raven and Achievement tests than ten-year-old children. Therefore, we conclude that there is a developmental increase as regards these measures over the years from age ten to age fourteen, though we cannot give empirical evidence concerning this developmental trend.

There were no systematic age differences in the two analyses involving Peer BRS ratings. It should be noted here that there were no age differences in Stage III and only one in Stage I. This is largely because the BRS scores cannot be validly compared between age groups.

Another interesting fact is that significant interactions were observed on all Peer BRS items in Stage I, but on only two in Stage III. Higher status children were rated higher by their peers on Control of Aggression, but the findings seem to indicate a decrease, by age fourteen, in their staying calm or keeping their temper in the face of something unpleasant. One rather surprising finding is that females are superior to males at age ten, but males to females at age fourteen, as regards effective coping with aggression. One would not expect fourteen-year-old girls to cope less effectively in this particular area.

Findings concerning the Occupational Values Inventory reveal that ten-year-olds chose the Extrinsic values of Follow Father and Economic Returns more often than fourteen-year-olds. The preference for Economic Returns seems to indicate a lack of knowledge of occupations, and a consequent stressing of more attractive statements rather than social values, but the preference for Follow Father may be explained in terms of younger children's closer identification with the father. On the other hand, the fourteen-year-olds more often chose the career values of Independence, Self-Satisfaction, Surroundings and Associates. Two of the most highly preferred are Intrinsic values, as one might expect of fourteen-year-olds, since these statements come to be valued more with maturity. The preference for the Extrinsic values of Surroundings and Associates seems to increase with maturity, as one might also expect.

The findings indicate that ten-year-old children are more concerned with external rewards deriving from work, whereas fourteen-year-olds look for work satisfaction to a far greater extent.

Age is not a significant variable in differentiating ten- and fourteen-year-olds on Occupational Aspiration and Expectation and Educational Aspiration. One would, however, expect younger children to excel on these measures, as they still lack sufficient realism and are unable to perceive their own potential. We may explain this failure to discriminate thus: occupational and educational aspirations are dependent on socioeconomic status, are already expressed at age ten and do not change with increasing age.

Findings on the Social Attitudes Inventory indicate that fourteen-year-olds learn and develop more appropriate approaches to Task Achievement and Interpersonal Relations than those of younger children. The findings also reveal that there is a developmental increase in general effective coping behavior over the years from ten to fourteen. However, one rather surprising finding was that ten-year-olds cope more successfully with aggression problems than fourteen-year-olds. This finding is not consistent with other evidence from the Interpersonal Relations and other instruments, and the discrepancy is not readily explicable.

On the Views of Life instrument the fourteen-year-old children excelled the ten-year-old children in several dimensions. The findings would seem to indicate that fourteen-year-olds, by comparison with ten-year-olds, possess better work habits. They are more independent, show a preference primarily for task achievement and judge achievement through the merits of one's own work. Again, as on the Occupational Values Inventory, they stress the satisfaction of work itself rather than external rewards. Further, fourteen-year-olds show a more active approach in general to work than do ten-year-olds. Altogether, these findings seem to indicate that the children become more mature and feel more responsible about work problems the older they become. Only on two scales did ten-year-olds excel fourteen-year-olds; they showed a preference for self-implementing behavior and a rather positive self-concept. The findings may be explained in these terms: their activities and duties are so simple that they can, in the main, be done by the children alone. In contrast, school and outside-school activities for fourteen-year-olds are more demanding and complex, and the children need more help to solve all the problems.

The findings on the Sentence Completion show that fourteen-year-olds cope, in general, more effectively with various types of problems, especially problems in the area of interpersonal relations. These findings are consistent with other age-related evidence. Thus, with increasing age, children develop a socially more acceptable approach to interpersonal relations and become more ready to accept the norms and fads of the peer group. This is because the child's cognitive maturity permits more effective judgment and coping with interpersonal relations. It should also be noted that interest in peers increases in the adolescent period, and one would thus expect better and more tolerant relations with these peers.

Results from the Sentence Completion show that by comparison with fourteen-year-olds, ten-year-olds expressed a more positive attitude toward real-life situations and toward teachers and adults in particular. This may be explained in terms of younger children being less critical of teachers and therefore more inclined to imitate them. Older children, on the other hand, exhibit a tendency to autonomy and independent judgment so that they may more often come into conflict with teachers and parents. In fact, both of these are usually over-authoritative and demand obedience, although the adolescent himself would prefer democratic discussion.

More democratic atmosphere at school and at home would have a favorable influence on the growing generation in their attitude toward school activities and society in general. It would be desirable to make an effort in this direction.

Systematic age differences occur on the Sentence Completion involving Affect. The ten-year-old children showed a greater amount of Hostile Affect, while in fourteen-year-olds Neutral and Positive Affect

were evident. The hostile feelings of ten-year-olds may be explained thus: they are less effective primarily in dealing with task achievement and interpersonal relation problems. This is evident from Sentence Completion and all other data. With increasing age the children become more mature and effective in various life situations therefore the neutral or positive feelings come to be more dominant.

There were only two similar findings for the Story Completion instrument in both Stages I and III. Probably the reason lies in the fact that the stories were modified and the scoring and scaling systems extensively changed. The results show that fourteen-year-olds cope better and more successfully with both Aggression and Authority problems by comparison with ten-year-old children. These findings are consistent with other data, which indicate that children with increasing age display better coping with real-life situations.

Socioeconomic Status

The findings concerning Aptitude seem to indicate that children of higher socioeconomic status have better potential in general than lower status children. The school curriculum demands are the same for all children at primary level; therefore they are more easily met by more intelligent children. This is confirmed by results on the Math and Reading tests and Grade Point Average, where the higher status children excelled the lower status children. The differences between both status groups in aptitude and school performance would be explained by environmental influences. The parents of higher status children have higher educational and occupational qualifications and therefore a higher standard of living. Their children have more favorable living conditions for mental and personal development from the time they are born. These conditions are also helpful later when they reach school.

The higher status children, when compared with lower status children, are perceived by peers as being effective in four areas measured by the BRS. Thus, they are more successful in dealing with Task Achievement problems and get along better with Authority figures. Children who do well in school are likely to have better relations with their teachers and,on the other hand, they might be regarded more favorably by their teachers. It is obvious that lower status children are deprived in these respects because of their bad performance in the classroom. Further, peer ratings reveal that the higher status children also show better behavior as regards Interpersonal Relations, and cope more effectively with Aggression problems. These findings may be explained by the fact that parents with higher education direct their children very early toward socially acceptable and non-aggressive behavior.

The results from the Occupational Values Inventory show that lower status children more often stress the value of Management by comparison

with higher status children. This preference for leading other people may be explained in terms of compensation, since the children are less successful in school and in overcoming various difficulties. Further, the higher status children are more inclined to Follow Father than lower status children. One would expect that higher status children identify more closely with the father because their parents have a more respectable job and position in the society.

The findings concerning Occupational Values indicate that higher status children aspire very close to their father's occupation in status. The lower status children, however, are seeking jobs of a higher status than their fathers'. In sum, the higher status children show greater occupational and educational aspiration than lower status children. The explanation for these differences between social status groups lies in the fact that higher status children are stimulated and supported in their aspirations to a greater extent by their home and school environment. Parents wish their children to reach the same, or even a higher, education level than they have achieved. At the same time, the higher status children are conscious that they will realize their aspirations, since they have both adequate aptitude, and good performance at school. On the other hand, as indicated above, the lower status children want to make careers for themselves considerably better than their fathers', which is in itself a positive characteristic of these children, though they are still in many respects deprived and not supported enough by their environment. One should also keep in mind that these children are living in better conditions than their parents in the past, and therefore it is quite likely that they will reach somewhat higher status jobs by comparison with their fathers.

On the Social Attitudes Inventory, the higher status children excelled the lower status children in coping with aggression problems. This finding is consistent with Peer ratings and other data for these children.

The reported findings on the Views of Life instrument indicate that higher status children are more active in their approach toward solving various problems, while the lower status children seem to be more passive. Also, the higher status children seem to judge achievement through the merits of one's own work while the lower status children show a preference for bestowed status rewards. These findings are in agreement with both Achievement tests, Grade Point Average, and other data for these higher status children.

There was a complete lack of agreement between Stage I and Stage III findings concerning social status group differences on the Sentence Completion instrument. Explanations for this failure to discriminate in both analyses are not readily available. However, the Reality/Fantasy Achievement Discrepancy score alone indicates that the higher

status children are far better actual school achievers than they portrayed themselves as being on the projective task achievement items. On the other hand, the lower status children showed a higher fantasy achievement as compared to their real achievement.

Likewise, there was a complete lack of agreement between Stages 1 and III concerning social status on the Coping Effectiveness and Coping Style dimensions on the Story Completion instrument. The explanation for this lack of agreement may lie in the fact that the stories were modified and the scoring and scaling systems extensively changed.

Sex

There were no systematic sex differences in the two analyses as regards Aptitude, Math and Reading Achievement, and Grade Point Average. Hence, these results follow expectations, since one would not expect that males are superior in aptitude and academic achievement to girls.

One rather surprising finding was in the area of Anxiety on the BRS. Peers are of the opinion that males worry more than girls when things go wrong. This finding is not readily explicable. However, one would expect that males excel females on Self-Assertion.

On the Occupational Values Inventory the females stress more often the values of Altruism, Esthetics and Self-Satisfaction, all Intrinsic values. These findings indicate that females are more concerned with finding satisfaction from the work process itself, rather than seeking external rewards. The preference for Associates, stressed by females, indicates their interest in people. On the other hand, the males place more emphasis on Follow Father. This may be explained in terms of the strong male inclination to seek typical male jobs.

Sex is not a significant variable in differentiating males and females concerning Occupational Aspiration and Educational Aspiration. This might be explained in these terms: both sexes are socially equal and they have equal opportunities to continue their education. These findings are quite consistent, since both males and females have the same aptitude and academic performance.

In the Social Attitudes Inventory the females show better coping on Task Achievement, though in their aptitude and academic achievement they are not more successful than males. Also, females cope better than males with Authority and Interpersonal Relation problems.

However, one would expect the females to be more self-disciplined and get along better with teachers and peers, though these findings were not confirmed by the ratings of their peers and other projective instruments.

The Views of Life instrument indicates greater preference by females for self-implementing behavior and greater emotional control. On the other hand, males show more preference for modifying their own environment, connected with more immediate actions.

There were very few similar findings in Stages I and III on the Sentence Completion instrument. Females excelled males on Stance in the area of Task Achievement. This may simply indicate that females could more readily confront problems in this area. Further, one would expect females to be in closer interaction with the mother than males. Finally, males show a greater actual performance as compared with their Fantasy Achievement, while females show greater Fantasy Achievement than their actual performance in school would merit.

On the Story Completion instrument there were no similar findings in Stages I and III concerning both sexes for Coping Effectiveness and Coping Style dimensions. However, in Stage III data the females were consistently higher than males on Response Length. This may indicate either that females could more easily express their ideas, or were perhaps more willing to talk about man's problems.

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1	2	3	4
YUGOSLAVIA	RAVEN	MATHEMATICS ACHIEVEMENT	READING ACHIEVEMENT	GRADE POINT AVERAGE
10 UL M	-.18	-.18	-.25	7(-)-.33
F	8(-)-.34	-.21	8(-)-.32	-.18
UM M	.03	1(+) .36	1(+) .37	3(+) .39
F	1(+) .40	.18	.20	2(+) .39
14 UL M	.05	.14	-.21	6(-)-.30
F	-.28	8(-)-.42	-.22	8(-)-.49
UM M	.32	.13	.28	.28
F	-.06	.18	.11	1(+) .47
AGE				
SES	L<H	L<H	L<H	L<H
SEX				
AGE-SES				
AGE-SEX	10M<10F 14M>14F			
SES-SEX				

VARIABLES	5	6	7	8	9	10	11	12	13
YUGOSLAVIA	BEHAVIOR RATING SCALE								
	Total Positive Aca. Task Ach.	Total Positive Authority	Total Positive Interper.Rela.	Total Positive Implementation	Total Positive Self-Assertion	Total Positive Initiation	Total Positive Solver	Total Positive Aggression	Total Pos. Anxiety
10 UL M	8(-) .47	8(-) .42	8(-) .56	7(-) .54	1.02	8(-) .50	.62	8(-) .42	.97
F	.64	.63	.93	.80	.45	.83	.65	.98	.66
UM M	1.56	1.54	1(+)1.38	1.44	1.00	1.30	1(+)1.67	1.29	1(+)1.06
F	2(+)1.76	1(+)1.94	1.34	2(+)1.53	.41	1(+)1.59	1.42	1(+)1.35	.72
14 UL M	.89	.63	.83	.92	1(+)1.19	.78	.73	.99	.90
F	7(-) .55	7(-) .48	.72	8(-) .50	8(-) .29	7(-) .51	8(-) .39	.69	8(-) .52
UM M	.96	1.05	.99	1.23	.98	1.05	1.25	.92	.82
F	1(+)1.80	2(+)1.56	1.09	1(+)1.64	.62	2(+)1.49	1.01	1.00	.64
AGE									
SES	L<H	L<H	L<H	L<H		L<H	L<H	L<H	
SEX					M>F				M>F
AGE-SES								10L<10M 14L<14M	
AGE-SEX								10M<10F 14M>14F	
SES-SEX									

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
YUGOSLAVIA	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	7.35	4.05	6(-)5.27	4.69	8.49	7.17	8.91	8.99	8(-)5.81
F	9.08	1(+)5.12	7(-)5.23	1(+)5.14	8.33	7.40	9.09	8.63	6.66
UM M	8.29	4.33	6.07	4.86	8.67	8(-)7.07	8.84	8.25	6.42
F	1(+)9.27	4.00	8(-)4.92	3.62	8.94	8.13	9.26	8.64	6.42
14 UL M	8(-)7.01	3.37	1(+)7.61	4.58	7.78	8.50	9.14	9.28	7.23
F	8.83	4.89	6.84	4.23	8.52	1(+)9.61	8.98	8.00	1(+)8.26
UM M	7.73	8(-)2.74	3(+)7.29	4.67	7.94	7.67	8.91	8.95	7.33
F	8.13	4.55	2(+)7.39	8(-)3.36	8.23	8.27	9.99	9.54	6.93
AGE			10 < 14			10 < 14			10 < 14
SES				L > M					
SEX	M < F	M < F		M > F		M < F			
AGE-SES						10L < 10M 14L > 14M			
AGE-SEX									
SES-SEX				LM = LF MM > MF				LM > LF MM < MF	

VARIABLES	23	24	25	26	27	28	29	30
YUGOSLAVIA	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	7.72	1(+)6.71	6.98	7.80	7.62	3(+)7.44	6.76	7.28
F	7.17	6.43	7(-)6.55	8.06	7.05	5.06	7.09	6.89
UM M	7.64	6.38	8(-)6.43	8(-)6.96	6.38	1(+)8.41	6.76	7.27
F	7.85	5.11	6.82	7.97	6.08	2(+)7.97	8(-)6.74	1(+)7.30
14 UL M	7.75	4.87	2(+)8.29	8.61	7.31	7(-)3.67	7.10	6.89
F	6.49	7(-)4.23	1(+)8.66	1(+)9.34	6.65	8(-)1.47	1(+)7.26	8(-)6.71
UM M	7.78	2(+)6.66	7.77	7.86	6.67	5.03	6.83	7.20
F	7.26	8(-)4.06	8.19	8.95	6.33	6(-)3.82	7.20	6.78
AGE		10 > 14	10 < 14	10 < 14		10 > 14	10 < 14	10 > 14
SES				L > M	L > M	L < M	L > M	L < M
SEX		M > F		M < F		M > F	M < F	M > F
AGE-SES		10L > 10M 14L < 14M						
AGE-SEX								
SES-SEX		LM > LF MM > MF						

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31*	32*	33*	34	35	36*	37	38	39	40	41	42
YUGOSLAVIA	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.	Father Occ./ Child Asp.	Child's Educ. Asp.	Task Achievement	Authority	Aggression	Interper. Relations	Anxiety	Total Score
10 UL M	2.76	2.78	6(-)4.22	6.02	1(+)7.46	2.74	8(-) .87	.87	.61	8(-) .75	.81	.78
F	2.80	2.88	7(-)4.24	6.08	2(+)7.44	7(-)3.08	.92	.94	.62	.77	.79	.81
UM M	2(+)2.40	2(+)2.44	1(+)2.20	6.04	8(-)5.80	2(+)1.90	.87	.85	.58	.76	.79	8(-) .77
F	2.46	2.60	2(+)2.42	6.14	6(-)5.96	2.10	.94	.92	.60	.81	.81	.82
14 UL M	7(-)3.04	7(-)3.16	8(-)4.26	6.14	3(+)7.22	8(-)3.10	.94	.89	.68	.80	.82	.83
F	8(-)3.06	8(-)3.18	5(-)4.20	6.12	4(+)7.14	6(-)2.88	1(+) .97	.94	.71	1(+) .88	.79	1(+) .86
UM M	2.50	2.56	3(+)2.46	6.06	7(-)5.96	3(+)1.92	.94	.94	.58	.81	.85	.82
F	1(+)2.40	1(+)2.40	4(+)2.52	6.00	5(-)6.12	1(+)1.88	.95	.94	.67	.83	.80	.84
AGE							10 < 14		10 < 14	10 < 14		10 < 14
SES	L < M	L < M	L < M		L > M	L < M			L > M			
SEX							M < F	M < F		M < F		M < F
AGE-SES		10L < 10M 14L < 14M			10L > 10M 14L > 14M							
AGE-SEX												
SES-SEX												

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
YUGOSLAVIA	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M	.53	.53	.66	.44	.63	.51	.66	.47	.39	8(-) .63
F	.48	.65	.54	.41	.66	8(-) .43	.73	.46	6(-) .35	7(-) 64
UM M	.63	.66	.65	.50	.65	.54	.79	.47	8(-) .30	.70
F	.49	.68	.61	8(-) .41	.55	.49	.67	.51	7(-) .33	.70
14 UL M	.51	.60	.65	.59	.57	.63	.80	.49	3(+) .60	.83
F	.46	.69	.64	.52	.59	1(+) .74	.84	.44	.50	.74
UM M	.59	.65	.56	1(+) .67	.57	.60	.81	.45	1(+) .69	2(+) .84
F	.49	.59	.62	.53	.58	.65	.81	.47	2(+) .67	1(+) .86
AGE				10 < 14		10 < 14	10 < 14		10 < 14	10 < 14
SES										L < M
SEX	M > F			M > F						
AGE-SES									10L > 10M 14L < 14M	
AGE-SEX						10M > 10F 14M < 14F				
SES-SEX							LM < LF MM > MF			

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
YUGOSLAVIA	VIEWS OF LIFE									
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M	.70	.47	.55	.39	8(-) .44	.60	.50	.68	8(-) .67	8(-) .53
F	.71	.54	.60	.49	.63	.61	8(-) .39	.75	.78	7(-) .55
UM M	.69	.58	.59	.46	.52	.72	.51	.73	.78	.58
F	.67	.60	.68	.49	.63	.64	7(-) .45	.77	.72	.56
14 UL M	.78	.63	.57	.35	.57	.62	.66	.70	.85	.61
F	.78	.51	.60	.38	.67	.72	.65	.63	.89	.60
UM M	.78	.58	.63	.36	.61	.68	2(+) .67	.75	1(+) .90	1(+) .63
F	.76	.54	.66	.48	1(+) .73	.70	1(+) .68	.58	.89	2(+) .62
AGE	10< 14			10 >14	10< 14		10< 14	10 >14	10< 14	10< 14
SES										L< M
SEX				M< F	M< F	M< F				
AGE-SES										
AGE-SEX		10M< 10F 14M> 14F						10M< 10F 14M> 14F		
SES-SEX										

VARIABLES	64	65	66	67	68	69	70	71	72
YUGOSLAVIA	SENTENCE COMPLETION								
	TASK ACHIEVEMENT								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.15	4.10	3.19	1.12	3.88	.04	.03	.92	.01
F	2.08	4.24	3.18	1.21	3.96	.03	.05	.90	.02
UM M	1.98	4.00	3.05	8(-)1.10	3.88	1(+) .05	.03	.91	.01
F	2.07	4.31	3.13	1.15	4.09	.01	.05	.90	.04
14 UL M	2.16	4.35	3.35	1.35	3.66	8(-)0.00	.03	.92	.05
F	2.05	4.45	3.31	1.38	4.03	.01	.01	.94	.04
UM M	2.08	4.28	3.26	1.40	3.85	.03	.02	.93	.02
F	2.01	4.55	3.50	1(+)1.52	4.17	.01	.04	.92	.03
AGE		10< 14	10< 14	10< 14		10 >14			
SES	L >M								
SEX		M< F			M< F	M> F			
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
YUGOSLAVIA	SENTENCE COMPLETION								
	I N T E R P E R S O N A L R E L A T I O N S								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.48	2.28	1.60	.40	2.93	.16	.05	.80	0.00
F	2.36	2.36	1.70	.46	2.93	.14	.08	8(-) .78	1(+) .02
UM M	1(+)2.49	2.33	1.60	.40	7(-)2.91	1(+) .18	.04	.79	0.00
F	2.48	8(-)2.14	8(-)1.56	8(-) .37	8(-)2.90	.09	.09	.82	.01
14 UL M	2.35	2.77	1.91	.61	3.18	.18	.04	.79	0.00
F	2.29	2.70	1.91	.61	2(+)3.29	.11	.04	.86	0.00
UM M	2.31	2.78	1.97	.64	3.19	.15	.03	.83	0.00
F	8(-)2.19	1(+)2.88	1(+)2.18	1(+) .78	1(+)3.51	8(-) .06	.05	1(+) .90	8(-)0.00
AGE	10 >14	10 <14	10 <14	10 <14	10 <14		10 >14	10 <14	10 >14
SES									
SEX						M >F	M <F	M <F	M <F
AGE-SES									
AGE-SEX									10M <10F 14M =14F
SES-SEX									

VARIABLES	82	83	84	85	86	87	88	89	90
YUGOSLAVIA	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.51	8(-)2.56	1.84	.59	3.18	.12	.15	.74	
F	2.46	2.63	1.87	.60	3.17	.09	2(+) .23	8(-) .69	
UM M	2.42	2.74	1.79	.59	8(-)3.14	.11	.15	.75	
F	1(+)2.73	2.94	2.05	.72	3.35	.06	1(+) .24	.71	
14 UL M	2.31	3.06	1.89	.62	3.36	.12	8(-) .05	.84	
F	2.30	3.08	1.85	.63	3.36	.07	.12	.82	
UM M	8(-)2.27	3.18	1.88	.65	3.41	.11	.07	.83	
F	2.29	1(+)3.38	1.84	.64	1(+)3.50	.08	7(-) .07	1(+) .85	
AGE	10 >14	10 <14			10 <14		10 >14	10 <14	
SES		L <M							
SEX						M >F	M <F		
AGE-SES									
AGE-SEX									
SES-SEX	LM >LF MM <MF								

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
YUGOSLAVIA	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.78	3.71	2.42	.90	3.59	.09	.16	.74	.01
F	2.03	3.39	2.33	.83	3.48	.06	1(+) .24	.69	.01
UM M	2.06	3 56	2.26	.82	3.46	.13	.13	.75	0.00
F	1.96	3.42	2.46	.90	3.56	.05	.17	.77	.01
14 UL M	1.65	3.79	2.48	.97	3.75	.11	.11	.77	.02
F	1.89	3.95	2.66	.99	3.78	.04	.14	.80	.02
UM M	1.77	3.85	2.33	.87	3.73	.07	8(-) .05	.84	.04
F	1.78	3.84	2.55	.97	3.89	.05	.08	.85	.03
AGE	10 > 14	10 < 14			10 < 14		10 > 14	10 < 14	10 < 14
SES							L > M	L < M	
SEX						M > F	M < F		
AGE-SES									
AGE-SEX									
SES-SEX									

VARIABLES	100	101	102	103	104	105	106	107
YUGOSLAVIA	SENTENCE COMPLETION							
	A G G R E S S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.50	1.60	.23	2.46	.37	.02	.61	
F	2.56	1.63	.26	2.64	.29	.05	.66	
UM M	2.52	1.42	.19	8(-)2.36	1(+) .49	.05	8(-) .46	
F	2.78	1(+)1.93	1(+) .42	1(+)2.94	8(-) .19	.06	1(+) .75	
14 UL M	2.84	1.42	.22	2.75	.34	.01	.65	
F	2.30	8(-)1.24	8(-) .14	2.42	.29	.09	.62	
UM M	2.54	1.42	.25	2.65	.33	.07	.60	
F	2.55	1.39	.21	2.73	.30	.09	.61	
AGE		10 > 14						
SES								
SEX					M > F	M < F	M < F	
AGE-SES								
AGE-SEX		10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M > 10F 14M > 14F		10M < 10F 14M = 14F	
SES-SEX				LM > LF MM < MF			LM = LF MM < MF	

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
YUGOSLAVIA	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.36	8(-)2.97	2.10	.65	3.19	.14	.09	.77	0.00
F	2.30	6(-)3.00	2.13	.69	3.21	.11	1(+) .14	8(-) .75	.01
UM M	2.32	7(-)3.00	8(-)2.02	8(-) .63	8(-)3.12	1(+) .17	.08	.75	0.00
F	1(+)2.42	3.06	2.19	.71	3.31	8(-) .07	2(+) .13	.79	.01
14 UL M	2.24	2(+)3.35	2.22	.77	3.36	.14	7(-) .05	.81	.01
F	2.20	3.31	2.22	.77	3.40	.09	.08	.82	.01
UM M	2.20	3(+)3.33	2.19	.78	3.37	.12	8(-) .05	.82	.01
F	8(-)2.15	1(+)3.45	1(+)2.30	1(+) .85	1(+)3.56	.08	.06	1(+) .84	.01
AGE	10 >14	10 <14	10 <14	10 <14	10 <14		10 >14	10 <14	10 <14
SES									
SEX			M <F		M <F	M >F	M <F		
AGE-SES									
AGE-SEX									
SES-SEX					LM <LF MM <MF				

VARIABLES	117	118	119	120	233
YUGOSLAVIA	SENTENCE COMPLETION				
	TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	8(-) 1.89	2.11	8(-) 1.94	2.01	- .19
F	2.09	2.17	2.13	2.11	7(-)- .30
UM M	2.00	2.11	2.03	2.05	1(+) .49
F	1(+) 2.42	2.13	1(+) 2.31	2.25	- .002
14 UL M	1.89	2.09	2.01	1.95	.04
F	1.97	2.10	2.06	2.01	8(-)- .33
UM M	1.95	2.05	1.96	2.03	2(+) .44
F	2.02	2.07	1.98	2.10	- .19
AGE			10 >14		
SES					L <M
SEX	M <F		M <F	M <F	M >F
AGE-SES			10L <10M 14L <14M		
AGE-SEX			10M <10F 14M <14F		
SES-SEX					

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
YUGOSLAVIA	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.68	1.48	2.36	1.58	2.38	2.38	2.50	1.98	21.68
F	1.65	1.47	2.33	1.51	2.31	2.31	2.51	2.00	21.43
UM M	1.71	1.37	2.22	1.47	2.24	2.24	2.41	1.84	20.80
F	1.72	1.36	2.40	1.54	2.34	2.34	2.54	2.00	21.66
14 UL M	1.66	1.14	1.92	1.26	1.90	1.90	2.20	1.80	18.66
F	1.76	1.46	2.40	1.48	2.30	2.30	2.60	2.04	21.78
UM M	1.48	1.26	2.50	1.54	2.42	2.42	2.48	1.88	21.40
F	1.48	1.26	2.54	1.66	2.50	2.50	2.56	1.98	21.94
AGE									
SES									
SEX								M<F	
AGE-SES	10L<10M 14L>14M								
AGE-SEX									
SES-SEX									

VARIABLES	130	131	132	133	134	135	136	137	138
YUGOSLAVIA	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	7(-)40.16	.08	.14	.34	.82	2.00	1.82	2.70	1.84
F	8(-)39.55	.06	.14	.31	.80	2.00	1.82	2.68	1.78
UM M	42.49	.08	.08	.29	.82	2.00	1.88	2.84	1.92
F	47.38	.16	.08	.32	.80	1.96	1.86	2.72	1.84
14 UL M	45.80	.06	.04	.14	.64	1.98	1.64	2.64	1.82
F	2(+)54.72	.20	.10	.36	.82	2.00	1.76	2.58	1.78
UM M	50.76	.10	.10	.30	.88	2.00	1.67	2.49	1.71
F	1(+)60.64	.08	.10	.24	.86	2.00	1.60	2.68	1.82
AGE	10<14						10>14		
SES	L<M								
SEX	M<F								
AGE-SES									
AGE-SEX	10M<10F 14M<14F								
SES-SEX									

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
YUGOSLAVIA	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	2.70	2.00	2.92	2.70	24.88	8(-)37.84	.26	.04	.48	1.10
F	2.66	1.94	2.76	2.52	24.08	7(-)39.16	.16	.06	.28	1.12
UM M	2.84	2.00	2.64	2.66	24.68	40.28	.16	.14	.44	1.14
F	2.70	1.90	2.80	2.82	24.50	40.24	8(-) .02	.16	.24	1.04
14 UL M	2.64	2.04	2.68	2.60	24.04	43.68	.16	.02	.26	1.06
F	2.50	1.96	2.80	2.78	24.22	2(+)55.96	1(+) .34	.10	.52	1.10
UM M	2.45	1.96	2.76	2.65	23.71	46.24	.14	.10	.33	1.00
F	2.54	2.00	2.70	2.74	24.22	1(+)60.98	.22	.18	.44	1.10
AGE	10 > 14					10 < 14				
SES							L > M	L < M		
SEX						M < F				
AGE-SES										
AGE-SEX						10M = 10F 14M < 14F	10M > 10F 14M < 14F		10M > 10F 14M < 14F	
SES-SEX										

VARIABLES	149	150	151	152	153	154	155	156	157
YUGOSLAVIA	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.94	1.94	3.00	1.76	2.80	2.72	2.40	2.20	22.74
F	1.90	1.90	2.96	1.68	2.78	2.52	2.66	8(-)2.08	22.86
UM M	1.80	1.80	2.78	1.67	2.49	2.49	2.49	2.16	8(-)21.63
F	1.88	1.86	2.78	1.62	2.52	2.46	8(-)2.38	2.44	22.10
14 UL M	1.88	1.86	2.96	1.84	2.82	2.82	2.66	2.34	23.36
F	1.98	1.92	2.88	1.64	2.60	2.58	1(+)2.76	2.46	23.42
UM M	1.86	1.82	2.90	1.66	2.66	2.62	2.70	2.34	23.00
F	1.84	1.84	3.00	1.84	2.82	2.80	2.64	1(+)2.50	1(+)23.72
AGE						10 < 14	10 < 14	10 < 14	10 < 14
SES	L > M	L > M			L > M				
SEX									
AGE-SES			10L > 10M 14L < 14M		10L > 10M 14L < 14M				
AGE-SEX									
SES-SEX				LM > LF MM < MF		LM > LF MM < MF	LM < LF MM > MF		

FIGURE 1

YUGOSLAVIA - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
YUGOSLAVIA	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	8(-)35.78	.08	.46	.70	1.12	1.92	1.88	2.92	1(+)1.69
F	7(-)38.10	.04	.48	.60	1.04	1.96	1.96	2.94	1.60
LM M	6(-)39.51	.04	.31	.47	1.02	2.00	1(+)2.00	2.96	1.48
F	41.10	.06	.46	.74	1.10	1.98	1.98	2.92	2(+)1.66
14 UL M	49.24	.08	.30	.62	1.24	1.94	1.94	2.84	8(-)1.30
F	2(+)58.86	.08	.22	.64	1.12	2.00	2.00	2.96	1.44
LM M	3(+)50.22	.02	.22	.56	1.06	1.90	8(-)1.84	2.73	7(-)1.35
F	1(+)63.38	.06	.24	.62	1.18	2.00	1.92	2.79	1.42
AGE	10 < 14		10 > 14		10 < 14			10 > 14	10 > 14
SES									
SEX	M < F					M < F			
AGE-SES							10L < 10M 14L > 14M		
AGE-SEX	10M < 10F 14M < 14F								
SES-SEX					LM > LF MM < MF				

VARIABLES	167	168	169	170	171	172	173	174	175	176
YUGOSLAVIA	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	2.78	2.61	2.31	1.94	23.49	8(-)38.45	.20	.43	.73	1.10
F	2.80	1(+)2.70	2.28	1.88	23.58	6(-)41.00	.28	.58	1.02	1.16
LM M	2.60	2.38	2.48	2.08	23.76	7(-)39.55	.34	.34	.72	1.32
F	2.70	2.62	2.32	1.94	23.70	5(-)41.66	.34	.42	.88	1.24
14 UL M	2.56	2.24	2.52	2.28	23.34	3(+)55.86	.50	.52	1.06	1.32
F	2.72	2.50	2.46	2.18	24.08	2(+)64.98	.50	.66	1.22	1.34
LM M	2.49	8(-)2.06	2.61	2.18	23.12	4(+)54.67	.31	.55	.90	1.29
F	2.63	2.40	2.58	2.17	23.69	1(+)68.35	.46	.63	1.19	1.19
AGE	10 > 14	10 > 14	10 < 14	10 < 14		10 < 14	10 < 14	10 < 14	10 < 14	
SES	L > M									
SEX		M < F				M < F			L < F	
AGE-SES							10L < 10M 14L > 14M			10L < 10M 14L > 14M
AGE-SEX						10M < 10F 14M < 14F				
SES-SEX										

FIGURE 1

YUGOSLAVIA - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
YUGOSLAVIA	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 YL M	1.96	1.82	2.82	1.40	2.00	2.82	2.54	2.04	22.92
F	8(-)1.80	8(-)1.60	2.58	1.38	1.92	2.58	2.64	2.16	22.14
12 M	1(+)2.00	1.82	2.76	1.42	2.02	2.76	2.52	2.08	22.94
F	1.92	1.76	2.70	1.30	1.66	2.70	2.54	2.08	22.14
14 YL M	2.00	1.76	2.76	1.36	1.82	2.76	2.84	2.22	23.30
F	2.00	1(+)1.98	2.96	1.42	1.88	3.00	2.80	2.28	24.14
16 M	2.00	1.84	2.82	1.46	1.98	2.82	2.74	2.24	23.62
F	2.00	1.84	2.88	1.37	1.80	2.88	2.73	2.18	23.41
AGE	10<14	10<14				10<14	10<14	10<14	10<14
SES									
SEX	M>F								
AGE-SES									
AGE-SEX	10M>10F 14M=14F	10M>10F 14M<14F				10M>10F 14M<14F			
SES-SEX									

VARIABLES	186	187	188	189	190	191	192	193	194
YUGOSLAVIA	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 YL M	7(-)37.40	.10	.18	.36	.94	1.84	1.26	1.72	1.06
F	8(-)35.32	.08	.20	.52	.68	2.00	1.44	1.70	1.18
12 M	37.44	.10	.16	.30	1.02	2.00	1.48	2.18	1.44
F	40.26	.20	.16	.48	.92	2.00	1.44	1.98	1.22
14 YL M	43.38	.06	.06	.12	.94	2.00	1.30	1.80	1.12
F	2(+)52.60	.14	.12	.50	1.02	1.90	1.12	1.60	.98
16 M	48.36	.04	.12	.16	.98	1.84	1.22	1.88	1.16
F	1(+)53.29	.14	.24	.45	1.00	2.00	1.20	1.68	1.12
AGE	10<14						10>14		
SES									
SEX	M<F	M<F		M<F					
AGE-SES									
AGE-SEX	10M=10F 14M<14F				10M>10F 14M<14F				
SES-SEX									

FIGURE 1

YUGOSLAVIA - STAGE III

GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	197	198	199	200	201	202	203	204
YUGOSLAVIA	STORY COMPLETION							
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Resp	Story Six Negative Affect Resp	Story Six Total Affect Resp & Others	Story Six Instrumentality
10 UL M	1.76	1.62	2.66	1.80	18.58	8(-)30.62	0.00	8(-) .46	.76	.84
F	1.68	1.70	2.52	1.90	19.60	8(-)33.86	8(-)0.00	.56	.78	.76
UM M	2.12	2.12	2.56	2.00	21.22	7(-)32.98	.02	.56	.82	.82
F	1.92	1.82	2.34	2.10	20.34	39.68	.62	.50	.70	.80
14 UL M	1.90	1.76	2.42	2.14	19.54	42.36	.06	.50	8(-) .72	.68
F	1.56	1.52	2.30	2.14	18.00	1(+)58.24	1(+) .12	1(+) .90	1(+)1.38	.60
UM M	1.82	1.76	2.34	2.04	19.04	3(+)46.78	.06	.58	.88	.66
F	1.74	1.68	2.32	2.08	18.86	2(+)55.56	.02	.70	1.04	.68
AGE			10 > 14	10 < 14		10 < 14	10 < 14	10 < 14	10 < 14	10 > 14
SES										
SEX						M < F		M < F	M < F	
AGE-SES				10L < 10M 14L > 14M						
AGE-SEX						10M < 10F 14M < 14F		10M = 10F 14M < 14F	10M = 10F 14M < 14F	
SES-SEX										

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VARIABLES	205	206	207	208	209	210	211	212	213
YUGOSLAVIA	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.92	1.77	2.75	1.19	2.75	2.02	2.63	2.38	23.00
F	1.90	1.67	2.57	1.10	2.53	1.82	2.69	8(-)2.18	22.06
UM M	1.91	1.89	2.86	1(+)1.39	2.84	1(+)2.27	2.86	2.36	24.30
F	8(-)1.67	1.60	2.44	.94	2.42	1.58	2.56	2.44	21.06
14 UL M	1.96	1.65	2.57	.98	2.57	1.73	2.67	2.45	22.22
F	1.94	1.78	2.54	1.00	2.46	8(-)1.56	2.88	1(+)2.62	22.62
UM M	1(+)2.00	1.68	2.54	1.02	2.46	1.78	2.56	2.46	22.06
F	1.96	1.50	2.31	8(-) .90	2.29	1.81	2.56	2.54	21.44
AGE	10 < 14			10 > 14		10 > 14		10 < 14	
SES									
SEX	M > F		M > F	M > F	M > F	M > F			M > F
AGE-SES							10L < 10M 14L > 14M		
AGE-SEX				10M > 10F 14M > 14F					
SES-SEX				LM > LF HM > HF			LM < LF HM > HF		

FIGURE 1
YUGOSLAVIA - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
YUGOSLAVIA	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	MEAN Stance	MEAN Engagement	MEAN Initiation	MEAN Aid/Advice
10 UL M	6(-)32.88	.23	.27	.54	.94	1.89	1.71	2.61	1.50
F	7(-)31.53	.29	.27	.67	.86	1.89	1.69	2.53	1.46
UM M	8(-)30.80	.27	.09	.41	1.02	1.92	1.74	2.65	1(+)1.54
F	34.48	.31	.29	.71	.83	1.88	1.69	2.56	1.45
14 UL M	41.53	.24	.22	.51	.94	1.92	1.61	2.50	8(-)1.39
F	1(+)52.32	.46	.34	1(+) .92	.98	1.94	1.72	2.56	1.39
UM M	3(+)46.82	.14	.18	8(-) .36	1.00	1.87	1.62	2.55	1.42
F	2(+)48.92	.29	.25	.65	.88	1.90	1.60	2.55	1.45
AGE	10 < 14						10 > 14		10 > 14
SES									
SEX	M < F	M < F	M < F	M < F	M > F				
AGE-SES									
AGE-SEX									
SES-SEX									

VARIABLES	223	224	225	226	227	228	229	230	231	232
YUGOSLAVIA	STORY COMPLETION									
	MEAN Solver	MEAN Implementa-tion	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instru-mentality
10 UL M	2.45	2.31	2.53	2.15	22.46	8(-)36.19	.14	.28	.56	.95
F	2.38	2.22	2.58	8(-)2.10	22.21	7(-)36.92	.13	.33	.57	.94
UM M	2.44	2.33	2.56	2.16	22.72	6(-)37.71	.14	.24	.49	1.02
F	2.32	2.21	2.52	2.25	22.21	40.27	.16	.30	.59	.96
14 UL M	2.32	2.18	2.57	2.26	22.07	46.07	.17	.24	8(-) .49	.97
F	2.29	2.20	2.66	1(+)2.36	22.61	2(+)56.81	1(+) .26	.35	1(+) .76	1.00
UM M	2.33	2.21	2.60	2.26	22.28	3(+)48.82	8(-) .12	.26	.49	.98
F	2.33	2.29	2.58	2.31	22.43	1(+)58.60	.18	.33	.65	.98
AGE	10 > 14			10 < 14		10 < 14	10 < 14			
SES										
SEX						M < F	M < F	M < F	M < F	
AGE-SES							10L < 10M 14L > 14M			
AGE-SEX		10M > 10F 14M < 14F				10M < 10F 14M < 14F	10M = 10F 14M < 14F		10M < 10F 14M < 14F	
SES-SEX										

FIGURE 2
YUGOSLAVIA - STAGE III

YUGOSLAVIA

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	10 Year Olds U.L.F.	10 Year Olds U.M.M.	10 Year Olds U.M.F.	14 Year Olds U.L.M.	14 Year Olds U.L.F.	14 Year Olds U.M.M.	14 Year Olds U.M.F.
1.	Intell.S. 9.03	Intell.S. 9.26	Intell.S. 9.03	Intell.S. 9.25	Intell.S. 8.95	Intell.S. 9.33	Creat. 8.99	Intell.S. 9.09	Intell.S. 8.84	Altruism 9.27	Creat. 9.28	Self-Sat. 9.61	Creat. 8.95	Intell.S. 9.99
2.	Creat. 8.63	Creat. 8.94	Creat. 8.73	Creat. 8.85	Creat. 8.87	Altruism 8.83	Intell.S. 8.91	Altruism 9.08	Success 8.67	Intell.S. 9.26	Intell.S. 9.14	Assoc. 9.34	Intell.S. 8.91	Creat. 9.54
3.	Success 8.61	Assoc. 8.69	Assoc. 8.45	Success 8.45	Success 8.22	Creat. 8.70	Success 8.49	Creat. 8.63	Father 8.41	Success 8.94	Assoc. 8.61	Intell.S. 8.98	Success 7.94	Assoc. 8.95
4.	Altruism 8.50	Self-Sat. 8.51	Success 8.28	Altruism 8.36	Assoc. 7.81	Assoc. 8.58	Assoc. 7.80	Success 8.33	Altruism 8.29	Creat. 8.64	Self-Sat. 8.50	Altruism 8.83	Assoc. 7.86	Self-Sat. 8.27
5.	Assoc. 7.70	Surround. 8.23	Self-Sat. 8.17	Assoc. 7.94	Prestige 7.72	Success 8.51	Prestige 7.72	Assoc. 8.06	Creat. 8.25	Self-Sat. 8.13	Surround. 8.29	Surround. 8.66	Prestige 7.78	Success 8.23
6.	Prestige 7.60	Success 8.12	Altruism 8.07	Self-Sat. 7.79	Altruism 7.60	Self-Sat. 8.35	Variety 7.62	Self-Sat. 7.40	Prestige 7.64	Assoc. 7.97	Success 7.78	Success 8.52	Surround. 7.77	Surround. 8.19
7.	Self-Sat. 7.44	Altruism 7.93	Surround. 7.62	Prestige 7.63	Self-Sat. 7.60	Surround. 7.56	Father 7.44	Prestige 7.17	Self-Sat. 7.07	Father 7.97	Prestige 7.75	Security 8.26	Altruism 7.73	Altruism 8.13
8.	Father 7.22	Security 7.44	Prestige 7.28	Surround. 7.30	Surround. 7.37	Prestige 7.19	Altruism 7.35	Variety 7.05	Assoc. 6.96	Prestige 7.85	Indep. 7.61	Creati 8.00	Self-Sat. 7.67	Indep. 7.39
9.	Variety 6.78	Prestige 7.32	Variety 7.16	Security 6.78	Variety 7.00	Security 7.07	Self-Sat. 7.17	Security 6.66	Surround 6.43	Surround. 6.82	Variety 7.31	Indep. 6.84	Security 7.33	Prestige 7.26
10.	Surround 6.70	Indep. 7.28	Security 6.99	Indep. 6.42	Security 6.70	Variety 6.53	Surround. 6.98	Surround. 6.55	Security 6.42	Security 6.42	Security 7.23	Variety 6.65	Indep. 7.29	Security 6.93
11.	Security 6.33	Variety 6.74	Indep. 6.24	Variety 6.37	Indep. 6.56	Indep. 6.10	Economic 6.71	Economic 6.43	Economic 6.38	Variety 6.08	Altruism 7.01	Prestige 6.49	Variety 6.67	Variety 6.33
12.	Economic 6.16	Economic 4.96	Economic 5.56	Father 6.31	Economic 6.16	Economic 4.96	Security 5.81	Indep. 5.23	Variety 6.38	Economic 5.11	Economic 4.87	Esthet. 4.89	Economic 6.66	Esthet. 4.55
13.	Indep. 5.37	Manage. 4.21	Manage. 4.66	Economic 5.55	Father 6.14	Esthet. 4.64	Indep. 5.27	Manage. 5.14	Indep. 6.07	Indep. 4.92	Manage 4.58	Manage 4.23	Father 5.03	Economic 4.06
14.	Manage. 4.58	Esthet. 3.89	Father 4.41	Manage. 4.13	Manage. 4.70	Father 4.58	Manage. 4.69	Esthet. 5.12	Manage. 4,86	Esthet. 4.00	Father 3.67	Economic 4.23	Manage. 4.67	Father 3.82
15.	Esthet. 4.38	Father 3.50	Esthet. 4.36	Esthet. 3.91	Esthet. 3.62	Manage. 4.09	Esthet. 4.05	Father 5.06	Esthet. 4.33	Manage. 3.62	Esthet. 3.37	Father 1.47	Esthet. 2.74	Manage. 3.36

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

YUGOSLAVIA

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was supported by the data in both Stages I and III. Therefore it is considered to have been verified.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

In Stage III, upper-middle class children scored higher on all Aptitude and Achievement measures. They also scored higher on all four measures in Stage I. Therefore the hypothesis was completely verified.

> Females will have higher Achievement scores than will males.

In Stage III there were no significant Sex differences on any of the Aptitude or Achievement measures. In Stage I, the only difference observed was for Grade Point Average, where the girls excelled. Therefore this hypothesis must be rejected for Yugoslavian data.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was supported by the data in both Stages I and III. Therefore it may be said that the hypothesis was completely verified.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will the upper-lower class children.

This hypothesis was confirmed by both Stages I and III data, where the upper-middle class had the higher Aspiration level in both cases.

> Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

There were no social class differences on this discrepancy score in either Stage I or Stage III. Therefore the hypothesis must be completely rejected.

Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values in Stage III, four showed significant social class differences. In Stage I, six of the fifteen Occupational Values showed significant social class differences. Thus, the hypothesis was very poorly supported when one considers the two studies together.

Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

Stage III data did not support this hypothesis since the upper-middle class children were significantly higher on the Total Extrinsic score. In Stage I, the hypothesis was verified since the upper-lower class children had higher mean scores. In Stage III, on individual Extrinsic values, the upper-lower class scored higher on two while the upper-middle class scored higher on one of these values. Therefore, support for this hypothesis is very questionable and it should not be considered to have been verified.

Males will have a higher objective Expectation level than will females.

There were no significant Sex differences in Stage I or Stage III. Therefore the hypothesis must be rejected.

Males will have a higher objective Aspiration level than will females.

This hypothesis was not verified in Stages I or III since there were no significant Sex differences in either study.

Males will prefer different Occupational Values than will females.

Of the fifteen Occupational Values, seven showed significant Sex differences in Stage III. In Stage I, nine of the fifteen values showed significant Sex differences. Thus, there was fair support for this hypothesis, considering both studies together.

Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was supported by Stage III data as well as by Stage I data. Therefore the hypothesis was accepted.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was verified in Stage III, but was not verified in Stage I as there was no significant Sex difference for this variable in Stage I data. Therefore, acceptance of the hypothesis based upon Stage III data is very questionable.

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

Only one of the Stage III Social Attitudes Inventory scores showed a significant social class difference, while two of the four scales showed differences in Stage I. Thus, Social Attitudes Inventory data did not lend very reliable support to the hypothesis.

Turning next to the Sentence Completion, out of forty-eight Coping Style dimensions measured, only four dimensions showed significant social class differences. In Stage I, only one out of thirty-two variables showed a significant social class difference. Thus, considering Sentence Completion data, the hypothesis must be rejected.

Turning finally to Story Completion data, out of one hundred four Coping Style dimensions in Stage III, only seven were significant. In Stage I, five out of nine Coping Style dimensions showed significant social class differences. However, based on the extremely poor Stage III findings, overall Story Completion data did not support this hypothesis either. Looking at the results of all coping instruments together, this hypothesis must be rejected.

Males will demonstrate a different style of coping than will females.

Looking first at the Social Attitudes Inventory data, four out of the six scales showed significant Sex differences in Stage III. In Stage I, two of the four scales showed significant Sex differences. Thus, the Social Attitudes Inventory gave moderate support to the hypothesis.

Turning next to the Sentence Completion instrument, of the forty-eight Coping Style dimensions measured, seventeen showed significant Sex differences. In Stage I, of the thirty-two Coping Style variables measured, fifteen showed significant Sex differences. Thus Sentence Completion data lent fairly good support to the hypothesis of Sex differences in Coping Style.

Turning finally to the Story Completion, of the one hundred four Coping Styles examined, twenty-nine showed significant Sex differences in Stage III. In Stage I Story Completion, only one of the nine Coping Style dimensions showed a significant Sex difference. Thus, Story Completion data gave poorer support to the hypothesis than did the data from the other two Coping Style instruments. Overall, the hypothesis cannot be said to have been unquestionably verified but there was some evidence for Sex differences in Coping Style.

> The difference in the style of coping between the males and females will be consistent across all five behavior areas studied.

The only consistent differences observed in Stage III Sentence Completion data involved the Affect dimensions, primarily Hostile and Depressive Affect, where the males scored higher on Hostile Affect, and the females higher on Depressive Affect. In Stage I, also, females tended to score higher on Negative Affect and males on Neutral Affect, lending some validity to Stage III findings regarding the Affect dimensions. There was no consistency observed on any of the remainder of the Stage III Coping Style dimensions from the Sentence Completion.

Turning next to the Story Completion instrument, the most consistent finding was that for Response Length, where the females consistently scored higher than did the males. The other consistent finding, also in favor of the females, dealt with the Affect dimensions where they fairly consistently scored higher on Positive, Negative, and Total Affect. Thus, this hypothesis must be rejected for all Coping Style dimensions except for Story Completion Response Length and for the Affect measures.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping than will upper-lower class children.

On the Sentence Completion instrument, out of six Coping Effectiveness scores, there were no significant social class differences in Stage III. In Stage I, also, there were no significant social class differences.

On the Stage III Story Completion instrument, there also were no significant social class differences in Coping Effectiveness. In Stage I, the only significant difference was on the Total Coping Effectiveness score. Therefore, the hypothesis must be completely rejected.

YUGOSLAVIA INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

Of the twelve correlations examined, all were significant at both age levels. The correlations ranged between .23 and .65. The highest (.65) was between Mathematics Achievement and GPA at age ten. All ten-year-old correlations were higher than were the fourteen-year-old correlations. Mathematics and Reading Achievement were both better predictors of GPA than was the Aptitude measure. Mathematics was a better predictor at age ten, while Reading was the best predictor at age fourteen.

In Stage I, all correlations were also significant at both age levels with Mathematics being the better predictor of GPA at age ten and Reading at age fourteen.

In conclusion, the hypothesis was completely verified at both age levels in both studies.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

Of the fifty-four correlations examined, forty-four were significant, all in the predicted direction. Of these, twenty-five were in the ten-year-old sample and nineteen in the fourteen-year-old sample. There were only two correlations not significant at age ten. These were BRS Self-Satisfaction with Mathematics and Reading Achievement. The following were not significant at age fourteen: (a) BRS Interpersonal Relations with Mathematics Achievement; (b) BRS Self-Assertion with all Achievement measures; and (c) BRS Anxiety with all Achievement measures.

The correlations ranged between .14 and .70. The highest (.70) was between BRS Implementation and GPA at age fourteen, followed by that between BRS Task Achievement and GPA (.66) at age fourteen. The correlations with GPA were almost always larger than were those with Mathematics or Reading Achievement.

In Stage I, all but three of the correlations between the BRS and the Achievement Criterion measures were significant. Two of these, again, were for Anxiety at age fourteen and one for Self-Assertion at age ten.

In summary, it may be concluded that the hypothesis was verified except for Self-Assertion and for BRS Anxiety at age fourteen.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six correlations examined (excluding Total Score correlations), only six were significant in the predicted direction, four at age ten and two at age fourteen. There were four correlations (or two pairs) which were significant in both age groups These were between Intellectual Stimulation and both Creativity and Variety. Significant at age ten only were the following relationships: (a) Altruism with Self-Satisfaction; and (b) Independence with Management. These correlations ranged between .14 and .54. The highest (.39, .54) were between Intellectual Stimulation and Creativity. It should be pointed out here that there were sixteen correlations which were significant in the direction opposite of that predicted, indicating that there are different factors at work all under the heading of Intrinsic Values.

Nonetheless, all but one of the individual values were significantly (and positively) correlated with the Intrinsic Total score. Not significant was the correlation between Management and the Total Score at age fourteen. (Management also had a large number of negative correlations with other Intrinsic values.) The highest contributions to the Total Score were from Intellectual Stimulation (.35, .52) and Creativity (.36, .44), followed by Variety. These three values seemed to best define the Intrinsic concept.

In Stage I, only seven of the fifty-six correlations were significant in the predicted direction. The correlations significant in both age groups in this case were: (a) Altruism with Self-Satisfaction; (b) Independence with Management; and (c) Intellectual Stimulation with Creativity. Again, there were many significant negative correlations, and all but two of the Intrinsic values were significantly correlated with the Intrinsic Total score (those nonsignificant again being for Management). The greatest contributions were again from Intellectual Stimulation, Creativity, and Variety.

Overall, then, the hypothesis must be rejected. While some values appeared to hold together and define the Intrinsic concept, others obviously were related to other, as yet undefined, factors.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Of the forty-two correlations examined, seven were significant in the predicted direction, three at age ten and four at age fourteen. There were six correlations (three pairs) which were significant at both age levels. These were: (a) Success with Prestige; (b) Prestige with Economic Returns; and (c) Surroundings with Associates.

Significant at age fourteen only was the relationship between Success and Economic Returns. The correlations ranged between .16 and .40. The highest (.40) was between Surroundings and Associates at age fourteen. There were seventeen correlations which were significant in the direction opposite from that predicted. Thus, as with the Intrinsic values, there are factors involved other than those defining the Extrinsic concept. All but three of the correlations of the Extrinsic values with the Total Extrinsic score were significant. Those not significant were Security and Associates at age ten, and Surroundings at age fourteen. The greatest contribution to the Total Score was from Follow Father (.48, .45), followed by Economic Returns and Prestige. Follow Father was not correlated with any other value and, thus, must form a grouping of its own. A second grouping which apparently best defines the Extrinsic concept is Success, Prestige, and Economic Returns. Finally, there appeared to be another independent grouping of Surroundings with Associates.

In Stage I, of the forty-two correlations, there were only three significant in the predicted direction, two for Prestige with Economic Returns, and one at age fourteen between Surroundings and Associates. Again there were a number of negative correlations and the greatest contributions to the Total Extrinsic score came from Follow Father, then Economic Returns, Security and Prestige.

In conclusion, the hypothesis must be rejected at both age levels. Apparently there are three values which fairly well define the Extrinsic concept: Success, Prestige and Economic Returns. The remainder of the values are eigher independent of one another or form other groupings.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Of the one hundred and twelve correlations examined, forty-three were significant in the predicted direction. (There were nine significant in the direction opposite from that predicted.) Of these correlations, twenty-two were at age ten and twenty-one at age fourteen. There were twenty-six correlations (or thirteen pairs) which were significant at both age levels. These were: (a) Altruism with Prestige and Economic Returns; (b) Esthetics with Follow Father; (c) Independence with Success; (d) Self-Satisfaction with Prestige and Economic Returns; (e) Intellectual Stimulation with Economic Returns; (f) Creativity with Security, Economic Returns, Surroundings, and Follow Father; and (g) Variety with Prestige and Economic Returns. Significant at age ten only were the following relationships: (a) Esthetics with Success, Surroundings and Associates; (b) Independence with Follow Father; (c) Management with Surroundings and Associates; (d) Intellectual Stimulation with Prestige and Surroundings; and (e) Variety with Follow Father. Significant at age fourteen only were the following relationships: (a) Altruism with Follow Father;

(b) Esthetics with Economic Returns; (c) Independence with Prestige; (d) Self-Satisfaction with Follow Father; (e) Intellectual Stimulation with Associates and Follow Father; (f) Creativity with Associates; and (g) Variety with Success.

The correlations ranged between -.14 and -.43. The highest (-.43) was between Altruism and Economic Returns at age ten.

All but one of the Intrinsic values was negatively correlated with the Extrinsic Total score. The one nonsignificant correlation was between Management and the Total Extrinsic score. The highest correlations of the Intrinsic values with the Extrinsic Total were for Intellectual Stimulation, Creativity, and Variety. All but three of the Extrinsic values were negatively correlated with the Intrinsic Total score. Those nonsignificant at age ten were Security and Associates, and at age fourteen was Surroundings. The highest correlations of the Extrinsic values with the Intrinsic Total score were Follow Father, then Economic Returns and Prestige. Thus, the same values within the Intrinsic and the Extrinsic cluster appeared to be most highly (and negatively) correlated with the Total Score from the other type of value.

In Stage I, there were fifty-six out of the one hundred and twelve correlations which were significant in the predicted direction, a somewhat better proportion than was found in Stage III. The same Intrinsic values were the most highly correlated with the Extrinsic Total; and the same Extrinsic values were most highly correlated with the Intrinsic Total.

In summary, the hypothesis received fairly good support in both studies at both age levels. Information obtained from this hypothesis reinforced the information obtained in Hypotheses 3 and 4 as to the clusters of values which appear to best define both the Intrinsic and the Extrinsic constructs.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

Of the six correlations examined, all were significant in the predicted direction. The correlations ranged between .23 and .83. The highest (.83) was between Occupational Aspiration and Expectation at age fourteen, followed by the same relationship at age ten (.70). Thus the two Occupational measures were more highly correlated with each other than was either with Educational Aspiration.

In Stage I also, all correlations were significant at both age levels. However, the highest correlation in this study was between Occupational Expectation and Educational Aspiration (.76) at age

fourteen. All correlations in both studies were higher at age fourteen than at age ten. This probably indicates: (a) a greater congruence of Aspiration and Expectation among the older children; and (b) a greater awareness of the education needed for obtaining their Occupational goals.

In summary, the hypothesis was totally verified at both age levels.

Hypothesis 7: There will be a positive relationship between the Occupational Interest discrepancy measures.

Both correlations were significant with the correlation at age ten being .28 and that at age fourteen being .40.

In Stage I also both correlations were significant (.36, .37) and of approximately the same magnitude.

Based on the findings of both studies together, the hypothesis must be accepted at both age levels. Thus, the greater discrepancy between a child's expectation and aspiration tend to be related to greater discrepancies between the Father's Occupation and the Child's Aspiration.

Hypothesis 8: There will be positive relationships among the SAI Good Coping measures across the five behavior areas.

Of the twenty correlations examined, all were significant at both age levels. The correlations ranged between .14 and .57. The highest correlations were between Task Achievement and Authority (.57, .54).

All SAI area scores were significantly correlated with the SAI Total score at both age levels. The greatest contribution to the Total Score was from Interpersonal Relations (.80, .75), followed by Authority and Aggression.

The SAI instrument was completely different in Stage I, thus no comparisons could be made. In summary, the hypothesis was completely verified at both age levels.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty subsyndromes plus the Total Score.

Of the one hundred seventy-one correlations examined (all at age fourteen), only fourteen were significant. They were the following: (a) Immediate versus Delayed Action with Action versus Inaction; (b) Task Achievement versus Interpersonal Relations with Action versus Inaction; (c) Competition/Cooperation with Immediate versus Delayed Action; (d) Earned versus Bestowed Status with Independence versus

Interdependence; (e) Confrontation/Avoidance with Action versus Inaction; (f) Self/Other Initiation with Rate of Action; (g) Self/Other Solver with Rate of Action; (h) Self/Joint Implementation with Self/Other Solver; (i) Emotional Control versus Expressivity and Acceptance with Instrumentality versus Fantasy; (j) Activity versus Passivity under Stress with Independence/Interdependence and Self/Other Initiation; (k) Positive/Negative Self-Concept with Action/Inaction and Self/Other Solver; and (l) View of Life with Task Achievement versus Interpersonal Relations.

The correlations ranged between .14 and .22. The highest (.22) was between Self/Other Initiation and Rate of Action, followed by that (.21) between Activity/Passivity Under Stress with Independence/Interdependence.

All Views of Life subsyndromes were significantly correlated with the Views of Life Total score. The highest correlations with the Total score were for Self/Other Solver, Intrinsic versus Extrinsic, and Immediate versus Delayed Action.

In summary, the correlation must be rejected, due to the small number of significant correlations.

Hypothesis 10 - 13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of the twenty correlations examined, seven were significant, all in the predicted direction. Of these seven, four were at age ten and three were at age fourteen. There were four correlations (two pairs) which were significant in both age groups. These were between Authority Stance and both Interpersonal Relations and Task Achievement Stance. Significant at age ten only were the following relationships: (a) Aggression with Interpersonal Relations Stance; and (b) Anxiety with Task Achievement Stance. Significant at age fourteen only was the relationship between Anxiety and Interpersonal Relations Stance. The correlations ranged between .14 and .27. The highest (.27, .26) were between Authority and Task Achievement Stance.

All individual Stance scores were significantly correlated with the Total Stance score. The greatest contributions to the Total Stance score were from Authority (.65, .65) and Interpersonal Relations (.61, .60).

In Stage I, only two out of twenty correlations were significant, both in the ten-year-old sample. They were between Anxiety and both Task Achievement and Authority.

In summary, there was virtually no support for the hypothesis at age fourteen and rather poor support at age ten.

Engagement

Of the twenty correlations examined, ten were significant. Of these, six were in the ten-year-old sample, and four in the fourteen-year-old sample. There were six correlations (three pairs) significant in both age groups. These were: (a) Aggression with Interpersonal Relations Engagement; and (b) Authority with Interpersonal Relations and Task Achievement Engagement. Significant at age ten only were the following relationships: (a) Authority with Anxiety Engagement; and (b) Task Achievement with Anxiety and Interpersonal Relations Engagement. Significant at age fourteen was the relationship between Anxiety and Interpersonal Relations Engagement.

The correlations ranged between .14 and .27. The highest (.27) was between Anxiety and Interpersonal Relations Engagement at age fourteen. All individual Engagement scores were significantly correlated with the Engagement Total score. The greatest contributions were from the areas of Interpersonal Relations (.61, .69) and Task Achievement (.63, .51).

In Stage I, only one of the twenty correlations was significant, at age fourteen. All individual Engagement scores were significantly correlated with the Engagement Total score. The greatest contributions were from Task Achievement (.66, .62) and Authority (.49, .48).

There was fairly good support in Stage III at age ten for the hypothesis with poorer support at age fourteen. However, the very poor support in Stage I at either age level leads one to not place quite so much faith in the Stage III findings.

Aid/Advice

Of the twenty correlations examined, eight were significant, four at each age level. There were six correlations (or three pairs) which were significant at both age levels. These were: (a) Aggression with Anxiety Aid/Advice; and (b) Authority with both Anxiety and Task Achievement Aid/Advice. Significant at age ten only was the relationship between Aggression and Interpersonal Relations Aid/Advice. Significant at age fourteen only was the relationship between Authority and Interpersonal Relations Aid/Advice.

The correlations ranged between .16 and .26. The highest (.26) was between Authority and Interpersonal Relations Aid/Advice.

All individual Aid/Advice scores were significantly correlated with the Aid/Advice Total score. The greatest contribution to the Total score was from the Authority area (.61, .70). In summary, there was somewhat less than moderate support for the hypothesis at each age level.

Coping Effectiveness

Of the twenty correlations examined, seventeen were significant. Of these, eight were at age ten and nine at age fourteen. There were sixteen correlations (or eight pairs) which were significant at both age levels. These were: (a) Aggression with Interpersonal Relations and Task Achievement Coping; (b) Authority with Anxiety, Interpersonal Relations, and Task Achievement Coping; (c) Anxiety with Interpersonal Relations, and Task Achievement Coping; and (d) Interpersonal Relations with Task Achievement Coping. Significant at age fourteen only was the relationship between Aggression and Authority.

The correlations ranged between .13 and .30. The highest (.30, .29) were between Authority and Task Achievement Coping Effectiveness.

All individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness Total score. The greatest contributions to the Total score were from the areas of Interpersonal Relations and Authority.

In Stage I, out of twenty correlations, nine correlations were significant, six at age ten and three at age fourteen. Again, all individual scores were significantly correlated with the Coping Effectiveness Total score, with the greatest contribution being from the Task Achievement area (.68, .64).

Thus, there was less support in Stage I than in Stage III for the Coping Effectiveness hypothesis. However, in general, the hypothesis can be said to be confirmed, especially in the ten-year-old sample, but fairly well in the fourteen-year-old sample also.

Hypothesis I4: There will be a positive relationship among the Coping Style Dimension Total scores and Coping Effectiveness Total score.

Of the twelve correlations examined, all were significant at both age levels. These correlations ranged between .74 and .96. The highest (.96, .96) were between Total Engagement and Total Aid/Advice at both age levels. This particular hypothesis was not tested in Stage I. Based on Stage III findings, the hypothesis was highly upheld at both age levels.

Hypothesis I5: There will be positive relationships among the Sentence Completion Attitude measures and Attitude Total score across behavior areas.

Of the twelve correlations examined, four were significant, three at age ten and one at age fourteen. There were two correlations (one pair) which were significant at both age levels. These were between Authority and Interpersonal Relations Attitude. Significant at age

ten only were the relationships between Task Achievement and both Authority and Interpersonal Relations Attitudes. These correlations ranged between .20 and .40. The highest (.40) was between Authority and Interpersonal Relations Attitude at age ten.

All individual Attitude scores were significantly correlated with the Attitude Total score. The greatest contributions were from the areas of Authority (.77, .74), and Interpersonal Relations (.79, .71).

In Stage I, four out of the six correlations were significant with, again, Authority and Interpersonal Relations being significantly correlated at both age levels. Thus there was a greater proportion of significant relationships in Stage I. Taking the results of the two studies together, there was very moderate support for the hypothesis at both age levels.

Hypothesis 16: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores: Hostile Affect.

Of the twenty correlations examined, eight were significant, all in the predicted direction. Of these, four were at age ten and four at age fourteen. There were four correlations (or two pairs) which were significant at both age levels. These were between Aggression and both Authority and Interpersonal Relations Hostile Affect. Significant at age ten only were the following relationships: Task Achievement with both Anxiety and Interpersonal Relations Hostile Affect. Significant at age fourteen only were the following relationships: (a) Anxiety with Interpersonal Relations Hostile Affect; and (b) Authority with Task Achievement Hostile Affect.

The correlations ranged between .14 and .32. The highest (.32) was between Aggression and Interpersonal Relations Hostile Affect at age ten.

All individual Hostile Affect scores were significantly correlated with the Total Hostile Affect score. The greatest contribution was from the areas of Aggression (.70, .67) and Interpersonal Relations (.66, .58).

In Stage I, Hostile and Depressive Affect were not separately measured, but were combined under the heading of Negative Affect. In that study, five of twelve correlations were significant. Thus, in both Stages I and III, the hypothesis received very moderate support only.

Hypothesis 17: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas: Depressive Affect.

Of the twenty correlations examined, nine were significant in the predicted direction. Of these, six were in the ten-year-old sample, and three in the fourteen-year-old sample. There were two correlations (or one pair) significant in both age groups. These were between Anxiety and Interpersonal Relations Depressive Affect. Significant at age ten only were the following relationships: (a) Aggression Depressive Affect with Anxiety Depressive Affect; (b) Authority with Anxiety and Interpersonal Relations Depressive Affect; (c) Anxiety with Task Achievement Depressive Affect; and (d) Interpersonal Relations with Task Achievement Depressive Affect. Significant at age fourteen only were the following relationships: (a) Aggression with Authority Depressive Affect; and (b) Authority with Task Achievement Depressive Affect.

The correlations ranged between .14 and .31. The highest (.31) was between Authority and Interpersonal Relations Depressive Affect.

All individual Depressive Affect scores were significantly related to the Depressive Affect Total score. The greatest contribution was from the Authority area, followed by that from Anxiety.

In Stage I, it may be recalled, five out of twelve Negative Affect scores were significant. In conclusion, there was moderate support for the hypothesis at age ten, but rather poor support at age fourteen.

Hypothesis 18: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas: Neutral Affect.

Of the twenty correlations examined, thirteen were significant, all in the predicted direction. Of these, eight were in the ten-year-old sample, and five in the fourteen-year-old sample. There were eight correlations (or four pairs) which were significant at both age levels. These were: (a) Aggression with Anxiety and Interpersonal Relations Neutral Affect; and (b) Authority with Task Achievement Neutral Affect; and (c) Anxiety with Interpersonal Relations Neutral Affect. Significant at age ten only were the following relationships: (a) Authority with Anxiety and Interpersonal Relations Neutral Affect; and (b) Task Achievement with Anxiety and Interpersonal Relations Neutral Affect. Significant at age fourteen only was the relationship between Aggression and Authority Neutral Affect.

The correlations ranged between .14 and .31. The highest (.31) was between Aggression and Interpersonal Relations Neutral Affect at age ten.

All individual Neutral Affect scores were significantly correlated with the Neutral Affect Total score. The greatest contribution was from the area of Authority, followed by Anxiety and Interpersonal Relations.

This hypothesis was not tested in Stage I. In conclusion, there was fairly good support for this hypothesis overall, with better support at age ten than at age fourteen.

Hypothesis 19: There will be a positive relationship among the measures of the same Sentence Completion dimension across the different behavior areas: Positive Affect.

Of the twenty correlations examined, none were significant at either age level. Five of the ten individual scores were, however, correlated with the Positive Affect Total score with the greatest contribution from the area of Task Achievement.

In Stage I also, there were no significant correlations among the Positive Affect scores for the different areas; however, all correlations with the Positive Affect Total score were significant with, again, the greatest contribution from the Task Achievement area.

The hypothesis must be totally rejected at both age levels.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

There were no significant relationships between Attitude Total Positive Affect. There were significant negative relationships at both age levels between Attitude and Total Hostile Affect, and at age fourteen only with Total Depressive Affect. The correlations ranged between -.15 and -.18 with the highest (-.18) being for Attitude with Depressive Affect at age fourteen. In Stage I, none of the correlations of Attitude with Affect were significant. This verifies the lack of Stage III findings for Positive Affect, but is not in agreement with Stage III findings regarding Hostile, and to a lesser degree, Depressive Affect. This may be due in part to the combining of Depressive and Hostile Affect in Stage I.

In conclusion, the hypothesis may be supported tentatively for Hostile Affect, but should be rejected for Positive Affect and probably for Depressive Affect also.

Hypothesis 21: There will be positive relationships between the Total Positive Affect measure and the Total Attitude measure and the Coping Score totals. There will be negative relationships between the Total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total scores.

The hypothesis must be rejected for the relationship between Positive Affect and the Coping Style and Effectiveness Total scores as out of eight correlations there were four significant in the opposite direction from that predicted.

All eight correlations between Attitude and the Coping Style and Effectiveness measures were significant in the predicted direction with the correlations ranging between .14 and .24. The highest (.24) were between Attitude and both Total Engagement and Coping Effectiveness, both at age fourteen.

All sixteen correlations with the two Negative Affect measures were significant in the predicted (negative) direction. These correlations ranged between -.21 and -.62. The highest (-.56, -.62) were between Total Hostile Affect and Coping Effectiveness. In Stage I, the hypothesis for Negative was completely upheld but only three of the six Attitude correlations were significant (two at age fourteen and one at age ten). Also, in Stage I, three of the six Positive Affect correlations were significant in the predicted direction (two at age fourteen and one at age ten).

In summary, the hypothesis was completely verified for the relationship between Coping Style and Effectiveness dimensions with both Hostile and Depressive Affect and Total Attitude, but must be tentatively rejected for Positive Affect at both age levels.

Hypotheses 22 - 31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

Stance

Of the forty-two correlations examined, only five were significant, all in the predicted direction. All five of these correlations were at age ten. They were: (a) Aggression with Interpersonal Relations and Nonacademic Task Achievement Stance; (b) Authority with Interpersonal Relations and Nonacademic Task Achievement Stance; and (c) Interpersonal Relations with Nonacademic Task Achievement Stance. The correlations ranged between .16 and .36 with the highest (.36) being

between Authority and Interpersonal Relations Stance.

Of the fourteen correlations with the Total Stance score, ten were significant. Nonsignificant were the relationships of Authority and Interpersonal Relations at age fourteen. The greatest contribution to the Total score was from Academic Task Achievement, followed by Nonacademic Task Achievement and Aggression. The hypothesis for Stance was not tested in Stage I. Based on Stage III findings, the hypothesis must be totally rejected at age fourteen and there was actually very little support at age ten.

Engagement

Of the forty-two correlations examined, only five were significant, four at age ten and one at age fourteen. Significant at age ten were the following relationships: (a) Aggression with Authority and Nonacademic Task Achievement; and (b) Academic Task Achievement with Authority and Interpersonal Relations. Significant at age fourteen only was the relationship between Aggression and Story Four Anxiety. The correlations ranged between .18 and .22 with the highest (.22) being that between Authority and Academic Task Achievement at age ten.

All but one of the individual Engagement scores were significantly correlated with the Engagement Total score. The nonsignificant correlation was between Story Four Anxiety and the Total score at age ten. The greatest contribution to the Total score was from Story Six Anxiety (.55, .62), followed by Academic Task Achievement.

In Stage I, ten out of fifty-six correlations were significant, four at age ten and six at age fourteen.

Based on the findings of both studies, this hypothesis should be tentatively rejected at both age levels for the dimension of Engagement.

Initiation

Of the forty-two correlations examined, only four were significant, three at age ten and one at age fourteen. Significant at age ten were the following relationships: (a) Aggression with Authority; (b) Authority with Academic Task Achievement; and (c) Story Four Anxiety with Interpersonal Relations. Significant at age fourteen was the relationship between Aggression and Story Four Anxiety.

The correlations ranged between .16 and .41. The highest (.41) was between Aggression and Authority at age ten.

All individual Initiation scores were significantly correlated with the Initiation Total score. The greatest contribution was from the area of Anxiety, Story Six (.58, .63), followed by Academic Task Achievement.

In Stage I, thirteen out of fifty-six correlations were significant, seven at age ten and six at age fourteen. Considering both studies together, there was very little support for the hypothesis which should be tentatively rejected.

Aid/Advice

Of the forty-two correlations examined, only three were significant in the predicted direction (with two significant in the direction opposite from that predicted). Of these three, two were at age ten and one at age fourteen. Significant at age ten was the relationship between Story Six Anxiety and Aggression (.19), and Authority and Nonacademic Task Achievement (.15). Significant at age fourteen was the relationship between Authority and Story Four Anxiety (.16).

All individual Aid/Advice correlations with the Total Aid/Advice score were significant. The greatest contribution to the Total score was from Academic Task Achievement (.56, .52), followed by Story Six Anxiety. Aid/Advice was not tested in Stage I. Based on Stage III results, the hypothesis must be rejected at both age levels.

Solver

Of the forty-two correlations examined, only two were significant, one at age ten and one at age fourteen. At age ten the relationship was between Story Six Anxiety and Nonacademic Task Achievement (.14). At age fourteen the relationship was between Aggression and Story Four Anxiety (.20).

All but one of the individual Solver scores were significantly correlated with the Solver Total score. Nonsignificant was the relationship between Story Four Anxiety and the Total score at age ten. The greatest contribution to the Total score was from Story Six Anxiety (.56, .50), followed by Academic Task Achievement. The dimension of Solver was not tested in Stage I. Based on Stage III results, the hypothesis must be rejected at both age levels.

Implementation

Of the forty-two correlations examined, six were significant in the predicted direction (with two significant in the opposite direction from that predicted). Of the six significant, three were at age ten and three at age fourteen. Significant at age ten only were the following relationships: (a) Aggression with Authority and Story Six Anxiety; and (b) Authority with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four Anxiety and Nonacademic Task Achievement; and (b) Authority with Nonacademic Task Achievement.

The correlations ranged between .14 and .22. The highest (.22) was between Aggression and Authority at age ten.

All but one of the individual Implementation scores were significantly correlated with the Implementation Total score. Nonsignificant was the relationship between Interpersonal Relations and the Total score at age fourteen. The greatest contributions to the Total score were from Story Six Anxiety (.54, .58) and Academic Task Achievement.

In Stage I, nine out of fifty-six correlations were significant in the predicted direction, four at age ten and five at age fourteen.

Considering the results of both studies together, there was very questionable support for the hypothesis and it probably should be rejected at both age levels.

Outcome

Of the forty-two correlations examined, nine were significant in the predicted direction. Of these, five were at age ten, and four at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were: (a) Authority with Story Four Anxiety; and (b) Interpersonal Relations with Academic Task Achievement. Significant at age ten only were the following relationships: (a) Authority with Interpersonal Relations and Academic Task Achievement; and (b) Story Four Anxiety with Nonacademic Task Achievement. Significant at age fourteen only were the relationships between Story Four Anxiety and both Interpersonal Relations and Academic Task Achievement. The correlations ranged between .14 and .21. The highest (.21) was between Story Four Anxiety and Interpersonal Relations at age fourteen.

All individual Outcome scores were significantly correlated with the Outcome Total score. The greatest contributions to the Total score were from Story Four Anxiety (.56, .58), Academic Task Achievement, and Authority. Outcome was not measured in Stage I.

In summary, there was poor support for this hypothesis at both age levels, with the greatest support being for Story Four Anxiety and the Authority story.

Evaluation of Outcome

Of the forty-two correlations examined, eleven were significant, all in the predicted direction. Of these, five were at age ten and six at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were: (a) Aggression with Interpersonal Relations; and (b) Authority with Story Four Anxiety. Significant at age ten only were the following relationships: (a) Aggression with Story Six Anxiety and Nonacademic Task Achievement; and (b) Authority with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Authority with Interpersonal Relations and Nonacademic Task Achievement; and (b) Interpersonal

Relations with Story Four Anxiety and Academic Task Achievement.

The correlations ranged between .14 and .24. The highest (.24) was between Aggression and Story Six Anxiety at age ten. All individual Evaluation of Outcome scores were significantly related to the Evaluation of Outcome Total score. The greatest contributions to the total score were from the area of Authority, followed by Interpersonal Relations. This dimension was not measured in Stage I.

In conclusion, though there was better overall support for this dimension than for all previously discussed dimensions, there was not sufficient evidence for firm acceptance of the hypothesis.

Coping Effectiveness

Of the forty-two correlations examined, eight were significant, all in the predicted direction. Of these, five were at age ten and three at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Authority and Story Four Anxiety. Significant at age ten only were the following relationships: (a) Aggression with Authority and Story Six Anxiety; (b) Authority with Academic Task Achievement; and (c) Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four Anxiety; and (b) Story Four Anxiety with Interpersonal Relations.

The correlations ranged between .15 and .25. The highest (.25) was between Authority and Academic Task Achievement at age ten.

All individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness Total score. The greatest contribution to the Total score was from Academic Task Achievement (.62, .56) followed by Story Six Anxiety (.54, .60).

In Stage I, fifteen out of fifty-six correlations were significant, eight at age ten and seven at age fourteen.

Looking at the combined results of both studies, there was rather poor support for the hypothesis of Coping Effectiveness at both age levels.

Instrumentality

Of the forty-two correlations examined, only three were significant in the predicted direction, two at age ten and one at age fourteen. Significant at age ten were the relationships between Authority and both Story Four Anxiety and Academic Task Achievement (both .24). Significant at age fourteen was the relationship between Aggression and Interpersonal Relations (.19).

All individual Instrumentality scores were significantly correlated with the Total Instrumentality score. The greatest contributions to the Total score were from Stories Four and Six Anxiety.

In Stage I, nine out of fifty-six correlations were significant for the value Persistence (almost identical to Instrumentality as a construct). Of these, four were at age ten, and five at age fourteen.

In summary, considering the results of both studies together, the hypothesis should be rejected for Instrumentality at both age levels.

Hypothesis 32a - 32b: There will be a positive relationship among the Coping Style Dimension Total scores and Total Coping Effectiveness.

Of the one hundred and ten correlations examined, eighty-six were significant in the predicted direction. Of these, forty-five were in the ten-year-old sample, and forty-one in the fourteen-year-old sample. Of the twenty-four nonsignificant correlations, eighteen involved the variable Response Length. The remaining six nonsignificant correlations were: (a) Stance with Evaluation of Outcome in both age groups, and with Instrumentality at age fourteen; (b) Evaluation of Outcome with Aid/Advice and Solver at age fourteen; and (c) Stance with Outcome at age fourteen.

The correlations ranged between .15 and .92. The highest were: (a) Initiation with Coping Effectiveness (.91, .89); and (b) Aid/Advice with Solver (.92, .90). Many of the correlations were in the high eighties. This hypothesis was not tested in Stage I.

In conclusion, with the exception of Response Length, this hypothesis was well verified at both age levels.

Hypothesis 33: There will be a positive relationship among Length of Response across all behavior areas.

Of the forty-two correlations examined, all forty-two were significant in the predicted direction. The correlations ranged between .40 and .75. The highest (.75, .71) were between Authority and Nonacademic Task Achievement Response Length. All individual Response Length scores were highly correlated with the Response Length Total score.

In summary, the hypothesis was completely verified at both age levels.

Hypotheses 34 - 36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Positive Affect Hero

Of the forty-two correlations examined, thirteen were significant. Of these, five were at age ten and eight at age fourteen. There were six correlations (three pairs) significant at both age levels. These were: (a) Authority with Nonacademic Task Achievement; and (b) Story Four Anxiety with Interpersonal Relations and Nonacademic Task Achievement. Significant at age ten only were the relationships between Aggression and both Story Six Anxiety and Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Authority with Story Six Anxiety and Academic Task Achievement; (b) Story Four Anxiety with Academic Task Achievement; and (c) Interpersonal Relations with both Academic and Nonacademic Task Achievement.

The correlations ranged between .14 and .58. The highest (.58) was between Aggression and Story Six Anxiety at age ten.

All individual Positive Affect scores were significantly correlated with the Total Positive Affect score. The greatest contributions to the Total score were from Nonacademic Task Achievement (.68, .59) and Story Four Anxiety (.60, .63). Affect was not measured by the same method in Stage I, so comparisons cannot be made.

In conclusion, with thirteen out of forty-two correlations significant, the hypothesis was not very well supported at either age level, but was better supported at age fourteen than at age ten.

Negative Affect Hero

Of the forty-two correlations examined, eleven were significant, all in the predicted direction. Of these, six were at age ten and five at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were Story Four Anxiety with Story Six Anxiety and Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Nonacademic Task Achievement; (b) Authority with Story Four Anxiety; (c) Story Four Anxiety with Academic Task Achievement; and (d) Academic with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Authority and Story Six Anxiety; and (b) Authority with Story Six Anxiety.

The correlations ranged between .14 and .24. The highest (.24) was between Stories Four and Six Anxiety at age fourteen. All individual Negative Affect scores were significantly correlated with the Total score. The greatest contribution to the Total score was from Story Four Anxiety (.62, .64) followed by Story Six Anxiety (.53, .63).

In conclusion, there was rather poor support for the hypothesis at both age levels, which indicated that the expression of Negative Affect probably was at least partly dependent on the nature of the problem.

Total Affect Hero and Others

Of the forty-two correlations examined, thirteen were significant, all in the predicted direction. Of these, five were at age ten and eight at age fourteen. There were six correlations (three pairs) which were significant at both age levels. These were: (a) Authority with Story Four Anxiety; and (b) Nonacademic Task Achievement with both Stories Four and Six Anxiety. Significant at age ten only were the relationships between Nonacademic Task Achievement and both Authority and Interpersonal Relations. The following correlations were significant at age fourteen only: (a) Aggression with Authority and Story Four Anxiety; (b) Authority with Story Six Anxiety and Interpersonal Relations; and (c) Story Four with Story Six Anxiety.

The correlations ranged between .14 and .32. The highest (.32) was between Story Four Anxiety and Nonacademic Task Achievement.

All individual Total Affect scores were significantly correlated with the Total score. The greatest contributions to the Total score were from Story Four Anxiety and Nonacademic Task Achievement.

In conclusion, there was very minimal support for the hypothesis at either age level, but somewhat better support at age fourteen than at age ten.

Hypothesis 37: (a) There will be positive relationships among the Story Completion Total Positive Affect measure and the Total Coping Style measures.

(b) There will be a negative relationship among the Story Completion Negative Affect measure and the Coping Style measures.

Positive Affect

Out of twenty correlations, twelve were significant, all in the predicted direction. Of these, seven were at age ten and five at age fourteen. There were ten correlations (five pairs) which were significant at both age levels. These were between Positive Affect and Engagement, Outcome, Evaluation of Outcome, Coping Effectiveness, and Instrumentality. Significant at age ten only were the relationships between Positive Affect and both Stance and Initiation. The correlations ranged between .14 and .39. The highest (.38, .39) were between Evaluation of Outcome and Positive Affect.

In conclusion, there was fairly good support for the hypothesis except for the dimensions of Aid/Advice, Solver, and Implementation. The support was somewhat better at age ten than at age fourteen.

Negative Affect

Of the twenty correlations examined, nine were significant, all in the predicted direction. Of these, seven were at age ten and two at age fourteen. There were four correlations (two pairs) significant at both age levels. These were between Negative Affect Hero and both Solver and Outcome. Significant at age ten only were the relationships between Negative Affect and Engagement, Initiation, Aid/Advice, Implementation, and Coping Effectiveness. The correlations ranged between -.15 and -.26. The highest (-.26) was between Negative Affect Hero and Outcome at age ten.

In summary, there was fairly good support for the hypothesis at age ten, but the hypothesis was not supported at age fourteen.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

Of the fourteen correlations examined, only one was significant in the predicted direction and that was for Story Six Anxiety at age fourteen (.15). (There were three significant negative correlations.) This hypothesis was not tested in Stage I, and must be rejected in Stage III.

Hypotheses 39 - 42: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments as well as positive relationships with the Total scores.

Stance

Of the fourteen correlations examined, none were significant at either age level. In Stage I, Stance was not measured in the Story Completion. Thus the hypothesis must be rejected at both age levels.

Engagement

Of the fourteen correlations examined, only one was significant (between Story Four Anxiety and Sentence Completion Anxiety Engagement at age fourteen). In Stage I, there was only one significant correlation and that was for Authority Engagement at age fourteen. Thus, the hypothesis must be rejected at both age levels.

Aid/Advice

None of the correlations were significant at either age level and this hypothesis was not tested in Stage I. It must, therefore, be rejected.

Coping Effectiveness

Only one of the correlations was significant and that was between Story Four Anxiety and Sentence Anxiety at age fourteen. In Stage I there was only one significant correlation and that was for the Authority area at age ten. Thus, the hypothesis must be rejected at both age levels.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measure of the same behavior area.

None of the correlations were significant and this exact hypothesis was not tested in Stage I. Thus, the hypothesis must be rejected.

Hypothesis 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

None of the correlations examined were significant at either age level. Therefore, the hypothesis must be totally rejected.

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Positive Affect measure of the same behavior area.

None of the correlations examined were significant. Thus, the hypothesis must be completely rejected.

Hypothesis 43d: The Story Completion Negative Affect measure will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

Of all correlations examined, only one was significant in the predicted direction and that was between Story Six Anxiety and Anxiety Depressive Affect at age ten. Thus the hypothesis must be rejected at both age levels.

Hypotheses 44a - 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

Of the thirty area-by-area correlations, ten were significant, all in the predicted direction. None of the Task Achievement Coping scores

were correlated with the SAI Task Achievement as were none of the Anxiety Coping scores, and only one of the Interpersonal Relations Coping scores (Stance at age ten) was correlated with SAI Interpersonal Relations. In the area of Authority all six correlations were significant at both age levels between Sentence Completion Coping Styles and SAI Authority. For Aggression, all correlations were significant at age fourteen, but none at age ten.

These correlations ranged between .14 and .25. The highest (.25) were: (a) Authority Stance with SAI Authority; and (b) Aggression Aid/Advice with SAI Aggression, both at age fourteen.

All six correlations of the Total Coping Style dimensions from the Sentence Completion with the SAI Total score were significant with the correlations ranging between .16 and .26.

In summary, the hypothesis must be totally rejected for Task Achievement, Interpersonal Relations, and Anxiety. However, it was completely upheld for the Authority area and upheld at age fourteen for the Aggression area.

Hypotheses 45a - 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

Of the ninety area-by-area correlations examined, only three were significant, two at age ten and one at age fourteen.

None of the Story Completion Total scores were correlated with the SAI Total score, and only two of the individual area Story Completion Coping Style dimensions were correlated with the SAI Total score (out of ninety possible correlations). Thus, the hypothesis must be rejected for all areas at both age levels.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the ten correlations examined, six were significant in the predicted direction. Of these, two were at age ten and four at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were: (a) Authority Coping Effectiveness with SAI Authority; and (b) Interpersonal Relations Coping Effectiveness with SAI Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Aggression Coping with SAI Aggression; and (b) Task Achievement Coping with SAI Task Achievement.

The correlations ranged between .15 and .31. The highest (.31) was between Authority Coping and SAI Authority at age fourteen. Nine of the ten SAI correlations with the Sentence Completion Total Coping Effectiveness score were significant, the only exception being SAI Anxiety at age ten. Eight out of ten of the Coping Effectiveness correlations with the SAI Total score were significant. The only exceptions were Aggression and Anxiety at age ten. The Total Coping score was significantly correlated with the Total SAI score at both age levels.

In conclusion, the hypothesis received rather good support at age ten. It was not supported at either age level for the Anxiety area which indicates, perhaps, different sorts of Anxiety items in the two instruments.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

Of the fourteen correlations examined, only one was significant and that was between Interpersonal Relations Coping and SAI Interpersonal Relations at age ten. None of the SAI Good Coping scores were correlated with the Total Coping Effectiveness score. Only two of the fourteen Coping Effectiveness scores were correlated with the SAI Total score. Thus, the hypothesis must be rejected at both age levels.

Hypothesis 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

Of the fourteen correlations examined, only one was significant (at age fourteen), and that was between Story Four Anxiety Positive Affect and SAI Anxiety. Thus, the hypothesis must be rejected at both age levels.

Hypothesis 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

Of the fourteen correlations examined, only one was significant (at age fourteen) between Academic Task Achievement Negative Affect and SAI Task Achievement. With two exceptions, none of the Total scores from one instrument were correlated with the individual scores from the other instrument.

Thus, the hypothesis was rejected for both age groups.

Hypothesis 49a: The SAI Good Coping scores will be positively related with the Sentence Completion Positive Affect measures.

Of the ten correlations examined, none were significant in the predicted direction (though two were significant in the direction opposite from that predicted). Therefore, the hypothesis was rejected at both age levels.

Hypothesis 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive Affect measures.

Of the twenty correlations examined, five were significant, all in the predicted direction. All five of these correlations were with Hostile Affect, and four were at age fourteen while one was at age ten. There were two correlations (or one pair) significant at both age levels. These were between SAI Aggression and Sentence Completion Aggression Hostile Affect. Significant at age fourteen only were the following relationships: (a) SAI Task Achievement with Task Achievement Hostile Affect; (b) SAI Authority with Authority Hostile Affect; and (c) SAI Interpersonal Relations with Interpersonal Relations Hostile Affect. The SAI Total score was significantly (and negatively) correlated with the Total Hostile Affect score at both age levels. The correlations ranged between -.11 and -.29. The highest (-.29) was between the SAI Total score and the Total Hostile Affect at age fourteen.

In conclusion, the hypothesis must be completely rejected for Depressive Affect, and rejected at age ten for Hostile Affect also. However, there was fairly good support at age fourteen for the relationship between the SAI and Sentence Completion Hostile Affect.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping Dimension measures.

Of the two hundred and forty correlations examined (one hundred and sixty for Story Completion and eighty for Sentence Completion), only twelve were significant in the predicted direction. Of these, three were at age ten and nine at age fourteen. Nine were with Sentence Completion dimensions and three with Story Completion dimensions. There were two correlations (one pair) which were significant at both age levels. These were between Intellectual Stimulation and Sentence Completion Aid/Advice. Significant at age ten only were the following relationships: (a) Altruism with Story Completion Outcome; and (b) Intellectual Stimulation with Sentence Completion Engagement. Significant at age fourteen only were the following relationships: (a) Self-Satisfaction with Sentence Completion Attitude, and Story Completion Stance and Engagement; (b) Intellectual Stimulation with Sentence Completion Coping Effectiveness; (c) Creativity with Sentence Completion Stance and Coping Effectiveness; and (d) Variety with Sentence Completion Engagement and Aid/Advice.

The correlations ranged between .14 and .21. The highest (.21) was between Self-Satisfaction and Sentence Completion Attitude at age fourteen.

Only one out of the thirty Sentence and Story Completion Total scores was significantly correlated in the predicted direction with the Total Intrinsic score.

In Stage I, only ten of the correlations were significant, seven for Sentence Completion and three for Story Completion. Based on the combined findings of these two studies, this hypothesis must be rejected at both age levels and for both instruments.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

Of the eighty correlations examined, nine were significant in the predicted direction. Of these, six were in the ten-year-old sample, and three in the fourteen-year-old sample. There were two correlations (one pair) significant in both age samples. These were between Intellectual Stimulation and SAI Interpersonal Relations. Significant at age ten only were the following relationships: (a) Altruism with SAI Task Achievement, Authority and Interpersonal Relations; (b) Intellectual Stimulation with SAI Task Achievement; and (c) Creativity with SAI Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Aggression with Self-Satisfaction; and (b) Creativity with Authority.

The correlations ranged between .14 and .27. The highest (.27) was between Altruism and SAI Task Achievement at age ten. Management was correlated negatively five times with the SAI items and with the SAI Total score at both age levels. Only one of the ten correlations of the SAI scales with the Intrinsic Total score was significant.

In conclusion, the hypothesis must be rejected at both age levels.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with the Views of Life Active Response measures.

Of the one hundred sixty correlations examined (all at age fourteen), seventeen were significant in the predicted direction. These were: (a) Altruism with Academic Locus of Control, Intrinsic versus Extrinsic, and Views of Life; (b) Independence with Independence versus Interdependence, and Emotional Control versus Emotional Expressivity and Acceptance; (c) Management with Self/Other Initiation; (d) Self-Satisfaction with Action/Inaction and Instrumentality versus Fantasy; (e) Intellectual Stimulation with Intrinsic versus Extrinsic, Task Achievement versus Interpersonal Relations; and Instrumentality versus Fantasy; (f) Creativity with Task Achievement versus Interpersonal

Relations, Competition/Cooperation, Activity versus Passivity Under Stress, and Views of Life Total score; and (g) Total Intrinsic score with Intrinsic versus Extrinsic and Task Achievement versus Interpersonal Relations.

The correlations ranged between .14 and .27. The highest (.27) was between Creativity and Task Achievement versus Interpersonal Relations. The two Views of Life subsyndromes which were most frequently correlated with Intrinsic Values were Intrinsic versus Extrinsic and Task Achievement versus Interpersonal Relations. The two Intrinsic values most frequently correlated with Views of Life were: Creativity, followed by Intellectual Stimulation.

Overall, the hypothesis must be rejected as there was an insufficient proportion of significant correlations.

Hypothesis 53: The occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only two were significant, both at age fourteen and with the Story Completion Positive Affect measure. They were with Esthetics (.14) and Management (.18). Thus, the hypothesis must be rejected for both measures and at both age levels. Similar Stage I data also led to the rejection of the hypothesis.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect.

Of the forty-eight correlations examined, only four were significant in the predicted direction, two at age ten and two at age fourteen. One correlation pair was significant at both age levels. It was between Intellectual Stimulation and Sentence Total Hostile Affect. Significant at age ten only was the relationship between Self-Satisfaction and Sentence Total Hostile Affect. Significant at age fourteen only was the relationship between Creativity and Sentence Total Depressive Affect. The correlations ranged between -.14 and -.22. The highest (-.22) was between Intellectual Stimulation and Sentence Hostile Affect at age fourteen.

Due to the small number of significant correlations, the hypothesis must be rejected at both age levels. Stage I findings concerning the relationship between Affect and the Intrinsic values also led to the rejection of the hypothesis as there were only three significant correlations in Stage I data.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping Dimension measures.

Of the two hundred and ten correlations examined (seventy for Sentence Completion and one hundred and forty for Story Completion) eighteen were significant in the predicted direction. Of these, four were at age ten and fourteen at age fourteen. It is of interest to note that twelve of these eighteen correlations involved Economic Returns.

There were six correlations (three pairs) that were significant at both age levels. These were between Economic Returns and Story Initiation, Evaluation of Outcome, and Coping Effectiveness. Significant at age ten only was the relationship between Success and Story Stance. The following correlations were significant at age fourteen only: (a) Prestige with Sentence Engagement and Aid/Advice; (b) Economic Returns with Story Stance, Engagement, Implementation, Outcome and Sentence Aid/Advice and Coping Effectiveness; and (c) Follow Father with Sentence Stance and Coping Effectiveness.

The correlations ranged between -.14 and -.22. The highest (-.22) was between Economic Returns and Sentence Coping Effectiveness at age fourteen.

There was only one out of thirty significant correlations of the Coping measures with the Total Extrinsic score.

This hypothesis must be totally rejected at both age levels with one exception. There appeared to be a genuine relationship between Economic Returns and the Story Completion Coping Style dimensions. Stage I data, however, did not support this hypothesis for Economic Returns.

Hypothesis 56: The Occupational Values Extrinsic measures will be negatively related with the SAI Good Coping measures.

Of the seventy correlations examined, eight were significant in the predicted direction. Of these, five were at age ten and three at age fourteen. As in the previous hypothesis, five of these eight correlations involved Economic Returns. There were two correlations (one pair) significant at both age levels. These were between Economic Returns and SAI Interpersonal Relations. Significant at age ten only were the following relationships: (a) Economic Returns with SAI Task Achievement, Authority and Aggression; and (b) Follow Father with SAI Aggression. Significant at age fourteen only were the following relationships: (a) Surroundings with SAI Authority; and (b) Follow Father with SAI Interpersonal Relations.

The correlations ranged between -.14 and -.22. The highest (-.22) was between Economic Returns and SAI Interpersonal Relations at age ten. Only one of the ten correlations of the SAI scores with the Extrinsic Total was significant. Likewise, only one of the correlations of the Extrinsic Values with the SAI Total score was significant.

Overall, the hypothesis must be rejected at both age levels, though once again there was some evidence to support a relationship between Economic Returns and the SAI scores, especially at age ten. Stage I comparisons could not be made.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with Active measures of the Views of Life.

Of the one hundred forty correlations examined (all at age fourteen) thirteen were significant in the predicted direction. These were: (a) Security with Independence/Interdependence; (b) Prestige with Earned versus Bestowed Status, Confrontation/Avoidance, and Emotional Control versus Expressivity and Acceptance; (c) Economic Returns with Action/Inaction, Intrinsic versus Extrinsic, and Emotional Control versus Expressivity and Acceptance; (d) Surroundings with Task Achievement versus Interpersonal Relations and Self versus Joint Implementation; (e) Associates with Task Achievement versus Interpersonal Relations, Competition versus Cooperation, and Self versus Joint Implementation; and (f) Follow Father with Intrinsic versus Extrinsic.

The correlations ranged between -.14 and -.20. The highest (-.20) was between Follow Father and Intrinsic versus Extrinsic.

None of the Extrinsic Values were significantly correlated with the Views of Life Total score; and only two of twenty Views of Life subsyndromes were correlated with the Total Extrinsic score. Again, Economic Returns was more frequently correlated with the Views of Life sybsyndromes than was any other Extrinsic value.

Overall, however, the hypothesis must be rejected.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty correlations examined, only one was significant in the predicted direction (between Follow Father and Story Positive Affect at age fourteen). In Stage I also there was virtually no support for the hypothesis. Therefore this hypothesis was completely rejected.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect measure.

Of the forty-two correlations examined, three were significant in the predicted direction, one at age ten and two at age fourteen. All three correlations involved Sentence Completion Hostile Affect which has proved, in other hypotheses, to be the most potent measure of Negative Affect. Two of these correlations (one pair) were significant at both age levels. They were between Economic Returns and Sentence Total Hostile Affect (.16, .25). Significant at age fourteen only was the relationship between Follow Father and Sentence Hostile Affect (.20). One of the six correlations with the Total Extrinsic score was significant, that of Sentence Hostile Affect at age fourteen. Stage I data also gave no support whatsoever to the hypothesis.

In summary, the hypothesis was rejected at both age levels.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

Of the sixty correlations examined, only one was significant. It was between Coping Effectiveness and Educational Aspiration at age ten (-.18). The Stage I data were scarcely any more impressive with five of thirty-six correlations significant.

Thus the hypothesis was rejected for both age groups.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Completion Total Coping Dimension measures.

Of the thirty correlations examined, only one was significant in the predicted direction. That was between Coping Effectiveness and Occupational Expectation at age fourteen (-.21). In Stage I, there were no significant findings whatsoever. Therefore the hypothesis was completely rejected for both age levels.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

Of the thirty-six correlations examined, only one was significant in the predicted direction. This was between SAI Aggression and Occupational Expectation at age ten (-.15). Therefore the hypothesis was totally rejected at both age levels.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation and Educational Aspiration will be negatively related with the Active response measures of the Views of Life.

Of the sixty correlations examined, seven were significant in the predicted direction, all at age fourteen. They were: (a) Independence/Interdependence with all three measures; (b) Earned versus Bestowed Status with Occupational Expectation; (c) Self versus Other Solver with Occupational and Educational Aspiration; and (d) Total Active choices with Occupational Expectation.

The correlations ranged between -.14 and -.34. The highest (-.34) was between Occupational Expectation and Independence versus Interdependence.

Overall, the hypothesis must be rejected though there is some evidence that Independence versus Interdependence and Self versus Other Solver were related to the Occupational and Educational measures.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measure.

None of the twelve correlations were significant. The hypothesis was also not supported in Stage I, therefore must be completely rejected.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

Of the eighteen correlations examined, three were significant in the predicted direction, all at age fourteen. They were: (a) Total Hostile Affect with Occupational Expectation; and (b) Total Depressive with both Occupational Expectation and Educational Aspiration. The correlations ranged between .14 and .19 with the highest being that between Total Depressive and Occupational Expectation. In Stage I,

there was no support whatsoever for the hypothesis. Based upon findings from both studies combined, the hypothesis should probably be rejected at both age levels.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

Of the four legitimate correlations, only two were significant. These were between Mother Interaction and Father Interaction at both age levels (.53, .32). The other correlations of scales containing overlapping items. In Stage I, none of the four correlations were significant.

Thus, there was no support for the hypothesis of a relationship between Self-Concept and Parent/Child Interaction, and the significant Stage III findings between Mother Interaction and Father Interaction must be accepted with caution, due to the lack of Stage I findings.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, twenty-three were significant, all in the predicted direction. Of these, ten were at age ten and thirteen were at age fourteen. Of these, fourteen (or seven pairs) were significant in both age groups. These were: (a) Self-Concept with Authority Attitude, Engagement, Aid/Advice, and Coping Effectiveness; (b) Mother Interaction with Authority Aid/Advice and Coping Effectiveness; and (c) Father Interaction with Authority Aid/Advice. Significant at age ten only were the following relationships: (a) Mother Interaction with Authority Attitude and Engagement; and (b) Father Interaction with Authority Engagement. Significant at age fourteen only were the following relationships: (a) Self-Concept with Authority Stance; (b) Parent/Child Interaction with Authority Coping Effectiveness; (c) Mother Interaction with Authority Stance; and (d) Father Interaction with Authority Attitude, Stance, and Coping Effectiveness.

The correlations ranged between .13 and .27. The highest (.27) were between: (a) Self-Concept and Coping Effectiveness, and (b) Father Interaction and Authority Attitude, both at age fourteen. Self-Concept was the most frequently correlated with the Authority items. Aid/Advice and Coping Effectiveness were the most frequently correlated with the Parent/Child Interaction items.

In Stage I there was virtually no relationship between the Parent/

Child Interaction items and the Authority items.

Thus one must take into consideration this lack of Stage I findings before accepting the Stage III hypothesis which had rather good support. All items involved were virtually unchanged in the two studies so it is difficult to interpret this complete difference in results between Stages I and III.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

Of the sixteen correlations involved, six were significant in the predicted direction, all being relationships with Hostile Affect. Two of the correlations were significant at age ten and four at age fourteen. There were four correlations (two pairs) significant at both age levels. These were between Authority Hostile Affect and both Self-Concept and Mother Interaction. Significant at age fourteen only were the relationships between Hostile Affect and both Parent/Child Interaction and Interaction with Father.

The correlations ranged between -.14 and -.20. The highest (-.20) was between Hostile Affect and Interaction with Father at age fourteen. In Stage I, only one out of eight correlations with Negative Affect was significant.

Overall, the hypothesis cannot be accepted. However, there was good support in Stage III at age fourteen for the relationship between Authority Hostile Affect and the Parent/Child Interaction items as all correlations were significant.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, twelve were significant, all in the predicted direction. Of these, three were at age ten and nine at age fourteen. There were four correlations (two pairs) significant at both age levels. These were: (a) Total Attitude with Mother Interaction, and (b) Self-Concept with Total Coping Effectiveness. Significant at age ten only was the relationship between Father Interaction and Total Positive Affect. The following were significant at age fourteen only: (a) Self-Concept with Total Attitude and Stance; (b) Mother Interaction with Total Stance and Coping Effectiveness; and (c) Father Interaction with Total Attitude, Stance and Coping Effectiveness.

The correlations ranged between .14 and .29. The highest (.29) was between Total Attitude and Father Interaction at age fourteen. In Stage I, only six out of forty correlations were significant, four at age ten and two at age fourteen. These rather poor Stage I findings somewhat offset the fair Stage III findings at age fourteen. Thus, considering both studies together, there was rather poor support for the hypothesis at both age levels. Of course, some items were changed between Stages I and III which might have resulted in the somewhat better Stage III results, but that is sheer speculation.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

Of the sixteen correlations examined, seven were significant, all in the predicted direction. Of these, two were at age ten and five at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were between Total Hostile Affect and both Self-Concept and Interaction with Mother. Significant at age fourteen only were the following relationships: (a) Total Hostile Affect with Father Interaction; and (b) Total Depressive Affect with Self-Concept and Mother Interaction.

The correlations ranged between -.14 and -.19. The highest (-.19) was between Hostile Affect and Mother Interaction at age ten. In Stage I there were no significant correlations in the predicted direction with Total Negative Affect. This finding rather weakened the fairly good Stage III support at age fourteen for the hypothesis. The hypothesis should be rejected at age ten and accepted only very cautiously at age fourteen.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale scores from Story Five concerning Authority relations.

Of the ninety-six correlations examined, only five were significant in the predicted direction, all at age fourteen. These were: (a) Self-Concept with Outcome; (b) Parent/Child Interaction with Evaluation of Outcome; and (c) Father Interaction with Outcome, Evaluation of Outcome, and Coping Effectiveness. These correlations ranged between .14 and .20 with the highest being between Father Interaction and both Outcome and Evaluation of Outcome.

It is of great interest to note that at age ten there were twenty-two correlations which were significant in the direction opposite from that predicted, but no negative relationships at age fourteen.

Likewise, there were no positive correlations at age ten. There is some factor involved here that is not readily explicable. Of course the Parent/Child Interaction item concerns parental authority, while Story Five concerns school authority and a task achievement situation. Could it possibly be that young children who get along well with their parents cannot handle this school authority problem well? This relationship merits further study. At this time, however, the hypothesis must be rejected as stated.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

Of the eight correlations examined, none were significant, thus the hypothesis must be totally rejected.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, only eight were significant in the predicted direction. Of these, five were at age ten and three at age fourteen. The following were significant at age ten: (a) Self-Concept with Anxiety Stance; (b) Mother Interaction with Anxiety Stance, Engagement, and Implementation; and (c) Father Interaction with Anxiety Stance. Significant at age fourteen were the following relationships: (a) Parent/Child Interaction with Anxiety Evaluation of Outcome and Positive Affect Hero; and (b) Father Interaction with Evaluation of Outcome.

The correlations ranged between .14 and .19. The highest (.19) was between Mother Interaction and Anxiety Stance at age ten.

As a whole, the hypothesis must be rejected though there was somewhat more support at age ten than at age fourteen. All correlations were quite small.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as an an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, only two were significant in the predicted direction, both at age ten. They were between Response Length and both Self-Concept (.15) and Father Interaction (.15).

On the basis of this information, the hypothesis must be rejected.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

Of the sixteen correlations examined, none of them were significant in the predicted direction. Thus the hypothesis must be completely rejected.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

Of the ninety-six correlations examined, only four were significant in the predicted direction (though there were six significant in the direction opposite from that predicted). Of the four significant correlations, one was at age ten and the other three at age fourteen. Significant at age ten was the relationship between Self-Concept and Response Length (.17). Significant at age fourteen were the following relationships: (a) Parent/Child Interaction with Evaluation of Outcome (.16); and (b) Father Interaction with Outcome (.17) and Evaluation of Outcome (.18).

In Stage I there were only seven significant correlations (out of a total of sixty-four). Six of these were at age ten and one at age fourteen.

Considering the findings of both studies together, this hypothesis must be rejected at both age levels.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total score for Negative Affect from the Story Completion.

Of the eight correlations examined, only one was significant and that was at age ten. It was between Negative Affect and Mother Interaction (.17).

The hypothesis was rejected at both age levels.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Good Coping score for the Authority area as well as the Total Good Coping score.

Of the sixteen correlations examined, only two were significant, both at age fourteen. These were between SAI Authority and both Parent/Child Interaction (.15) and Mother Interaction (.21). There was no similar hypothesis in Stage I. Therefore the hypothesis must be completely rejected at age ten, and the support at age fourteen is very questionable.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father."

Neither correlation was significant. In Stage I, also, the correlations were not significant. Therefore the hypothesis was rejected.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of the seventy-two correlations examined, none were significant in the predicted direction. In Stage I, only three of the seventy-two correlations were significant, two at age ten and one at age fourteen. Thus, the hypothesis must be completely rejected.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of the sixty-four correlations examined, only two were significant in the predicted direction, both at age ten. These were: (a) Success with Parent/Child Interaction; and (b) Father Interaction with Surroundings. In Stage I there were only three significant correlations out of sixty-four, one at age ten and two at age fourteen. Therefore the hypothesis should be rejected for both age groups.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

Neither correlation was significant. In Stage I neither correlation was significant. Thus, the hypothesis must be rejected.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Score.

Of the eighty correlations examined, only two were significant, both involving Positive versus Negative Self-Concept. This instrument was not administered in Stage I. Thus the hypothesis must be totally rejected.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

Achievement Measures

Of the forty-eight correlations examined, eight were significant in the predicted direction. Of these, six were at age ten and two at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Creativity and Reading Achievement. Significant at age ten only were the following relationships: (a) Altruism with all Achievement measures; (b) Independence with Reading Achievement; and (c) Intellectual Stimulation with Mathematics Achievement. Significant at age fourteen only was the relationship between Creativity and GPA.

The correlations ranged between .14 and .20. The highest (.20) were between (a) Altruism and GPA, and (b) Creativity and both Reading Achievement and GPA at age fourteen. None of the Achievement measures were significantly correlated with the Total Intrinsic score.

In Stage I, eighteen of the correlations were significant, nine at age ten and nine at age fourteen. Thus Stage I findings were much more impressive than Stage III findings though both instruments involved were identical in the two studies. Taken together, one may say that weak support was given to the hypothesis at age ten but the hypothesis should probably be rejected at age fourteen (based on Stage III findings).

Behavioral Rating Scale

Of the one hundred forty-four correlations examined, eleven were significant in the predicted direction. Of these, two were at age ten and nine at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Intellectual Stimulation and BRS Implementation. Significant at age ten only was the

relationship between Self-Satisfaction and BRS Authority. Significant at age fourteen only were the following relationships: (a) Intellectual Stimulation with BRS Task Achievement and Initiation; and (b) Creativity with BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, and Aggression.

The correlations ranged between .14 and .25. The highest (.25) were between Creativity and both BRS Implementation and Initiation at age fourteen. None of the BRS items were significantly correlated with the Total Intrinsic score.

Before making any decisions regarding this hypothesis, it should be mentioned that eighteen correlations were significant in the direction opposite from that predicted. All but two of these negative correlations involved the variables Management (at age ten) and Self-Satisfaction (at age fourteen). Obviously these two Intrinsic values were consistently not related to the BRS items in their respective age groups.

In Stage I findings using only the BRS Summary score, out of sixteen correlations, eight were significant in the predicted direction. Again, the correlation with Management at both age levels was negative; while the correlation with Independence was negative at age ten.

Overall the hypothesis should be rejected. The only consistent correlation in the predicted direction (in both Stages I and III) was between Creativity and the BRS at age fourteen.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

Achievement Measures

Of the forty-two correlations examined, four were significant, three at age ten and one at age fourteen. Significant at age ten were the relationships between Economic Returns and all Achievement measures. Significant at age fourteen was the relationship between Success and Reading Achievement.

The correlations ranged between -.16 and -.26. The highest (-.26) was between Economic Returns and Mathematics Achievement at age ten. None of the Achievement measures were correlated with the Total Extrinsic score.

In Stage I, there were eleven significant correlations out of forty-two, five at age ten and six at age fourteen. The only Extrinsic value that appeared to produce consistent results was Economic Returns, though there was fairly good consistency for Security also in Stage I. Except for the two values, the hypothesis should be rejected.

Behavioral Rating Scale

Of the one hundred twenty-six correlations examined, ten were significant. Of these, eight were at age ten and two at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Economic Returns and BRS Task Achievement. Significant at age ten only were the following relationships: (a) Security with BRS Implementation; and (b) Economic Returns with BRS Authority, Interpersonal Relations, Implementation, Initiation, Solver, and Aggression. Significant at age fourteen only was the relationship between Security and BRS Self-Assertion.

The correlations ranged between -.14 and -.22. The highest (-.22) was between Economic Returns and BRS Initiation at age ten. None of the BRS items were significantly correlated with the Total Extrinsic score.

In Stage I, of the fourteen correlations with the BRS Summary score, five were significant, all in the predicted direction. One was at age ten and four at age fourteen. Only for Economic Returns were the correlations significant at both age levels.

In summary, the total hypothesis must be rejected. However, there is good evidence that the hypothesis was upheld for the value of Economic Returns, especially at age ten.

Hypothesis 68: There will be negative relationships between the status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

Achievement Measures

Of the eighteen correlations examined, fifteen were significant, all in the predicted direction. Of these, six were at age ten and nine at age fourteen. The only correlations not significant were: (a) Occupational Aspiration with Mathematics and Reading Achievement; and (b) Occupational Expectation with Mathematics Achievement, all at age ten.

The correlations ranged between -.15 and -.66. The highest (-.66) was between Educational Aspiration and GPA at age fourteen, followed by that between Occupational Expectation and GPA (-.61) also at age fourteen.

In Stage I, all correlations were significant at both age levels.

In conclusion, there was perfect support for the hypothesis at age fourteen and very good support at age ten. The higher correlations

were almost always at age fourteen.

Behavioral Rating Scale

Of the fifty-four correlations examined, twenty-nine were significant, all in the predicted direction. Of these, eight were at age ten and twenty-one at age fourteen.

There were fourteen correlations (seven pairs) significant at both age levels. These were Educational Aspiration with all BRS items except BRS Self-Assertion and Anxiety. Significant at age ten only was the relationship between Occupational Expectation and BRS Self-Assertion. Significant at age fourteen only were all correlations of Occupational Aspiration and Expectation with all BRS items except Self-Assertion and Anxiety.

The correlations ranged between -.15 and -.44. The highest (-.44) was between Educational Aspiration and BRS Solver, followed by that between Occupational Expectation and BRS Initiation (-.43), both at age fourteen.

In Stage I, all correlations with the BRS Summary score were significant in the predicted direction.

In conclusion, with the exception of Self-Assertion and Anxiety, the hypothesis was completely verified at age fourteen, but was verified only for Educational Aspiration at age ten.

Hypothesis 69: There will be negative relationships between the Occupational Interest Discrepancy score and the Criterion measures.

Achievement Measures

Of the twelve correlations examined, only one was significant in the predicted direction, that between Mathematics Achievement and the Father's Job/Child's Aspiration Discrepancy score at age ten (-.20). In Stage I, only two of the twelve correlations were significant, both at age fourteen. Thus the hypothesis should be rejected at both age levels.

Behavioral Rating Scale

Of the thirty-six correlations examined, five were significant in the predicted direction, all at age ten. They were between the Father's Job/Child's Aspiration Discrepancy score and BRS Task Achievement, Authority, Interpersonal Relations, Initiation, and Aggression. The correlations ranged between -.14 and -.18. The highest (-.18) was between the abovementioned discrepancy score and BRS Authority.

In Stage I, only one correlation with the BRS Summary score was significant and that was, again, for the Father's Job/Subject's Aspiration Discrepancy at age ten. Thus, it may be concluded that the hypothesis must be rejected except for the relationship between Father's Job/Subject's Aspiration and the BRS at age ten.

Hypothesis 70: There will be a positive relationship between the SAI Good Coping measures and the Criterion measures.

Achievement Measures

Of the thirty-six correlations examined, fifteen were significant, all at age ten. In fact, all ten-year-old correlations with the Achievement measures were significant except for that of SAI Aggression.

The correlations ranged between .13 and .30. The highest (.30) was between SAI Task Achievement and Reading Achievement. Comparisons with Stage I data could not be made due to the difference in the SAI instrument.

In summary, the hypothesis was verified (with the exception of SAI Aggression) at age ten, but must be totally rejected at age fourteen.

Behavioral Rating Scale

Of the one hundred and eight correlations examined, twenty-three were significant. Of these, twenty-two were at age ten and one at age fourteen. Significant at age fourteen was the relationship between SAI Anxiety and BRS Implementation. The following were significant at age ten: (a) SAI Task Achievement with BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation and Aggression; (b) SAI Authority with BRS Implementation and Aggression; (c) SAI Interpersonal Relations with all BRS items except Self-Assertion; and (d) the SAI Total score with all BRS items except Self-Assertion.

The correlations ranged between .14 and .25. The highest (.25) was between SAI Interpersonal Relations and BRS Implementation (at age ten).

Based upon these findings, the hypothesis must be totally rejected at age fourteen and should be rejected at both age levels for SAI Authority, Aggression and Anxiety. The hypothesis was accepted at age ten only for SAI Task Achievement, Interpersonal Relations, and for the Total Score (with the exception of BRS Self-Assertion in each case).

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the Criterion measures.

Achievement Measures

Of the sixty correlations examined, eleven were significant, all in the predicted direction. These were: (a) Immediate versus Delayed Action with Mathematics and Reading Achievement; (b) Independence/Interdependence with all three Achievement measures; (c) Earned versus Bestowed Status with Reading Achievement and GPA; (d) Positive versus Negative Self-Concept with Mathematics Achievement; and (e) Total Score with all three Achievement measures.

The correlations ranged between .14 and .27. The highest (.27) were: (a) Independence/Interdependence with GPA; and (b) Total Score with Reading Achievement.

In summary, there was poor support for the hypothesis and it should be rejected.

Behavioral Rating Scale

Of the one nundred eighty correlations examined, twenty-four were significant in the predicted direction. These were: (a) Locus of Control with BRS Task Achievement, Implementation, Initiation, Solver, and Anxiety; (b) Immediate versus Delayed Action with Initiation; (c) Independence versus Interdependence with BRS Authority, Interpersonal Relations, Implementation, Solver, and Aggression; (d) Earned versus Bestowed Status with Authority, Initiation and Solver; (e) Self-Solver/Other Solver with BRS Authority, Interpersonal Relations, and Initiation; (f) Emotional Control versus Emotional Expressivity and Acceptance with BRS Initiation; (g) Activity/Passivity Under Stress with BRS Initiation; and (b) Total Score with BRS Task Achievement, Authority, Implementation, Initiation, and Solver.

The correlations ranged between .14 and .28. The highest (.28) was between Independence/Interdependence and Solver. The Views of Life scales which were correlated most frequently with the BRS items were Locus of Control and Independence/Interdependence. The BRS item most frequently correlated with the Views of Life item was Initiation.

Except for Independence/Interdependence, Solver, and the Views of Life Total score, this hypothesis must be rejected.

Hypothesis 72: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: Stance.

Achievement Measures

Of the thirty correlations examined, six were significant, three at age ten and three at age fourteen. All six of these correlations

(three pairs) were significant at both age levels. They were between Authority Stance and all three Achievement measures. The correlations ranged between .17 and .28. The highest was between Authority, Stance and GPA at age ten. Three of the six correlations with the Stance Total score were significant, two at age ten and one at age fourteen. At age ten it was between Total Score and both Reading Achievement and GPA. At age fourteen it was with Mathematics Achievement.

In Stage I there were only three significant correlations in the predicted direction, two for Anxiety Stance (with Reading Achievement at both age groups) and one for Task Achievement (with GPA) at age ten. Two correlations with Authority Stance were negative.

In summary, the Stage I negative correlations involving Authority with the Achievement measures casts some doubt on the Stage III findings concerning Authority. Therefore, the hypothesis should be rejected as a whole for both age groups.

Behavioral Rating Scale

Of the ninety correlations examined, only two were significant, both at age fourteen. They were between Authority Stance and both Mathematics and Reading Achievement (.15, .14).

In Stage I only one of the ten correlations with the BRS Summary score was significant. Therefore the hypothesis was rejected at both age levels.

Hypothesis 73: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: Engagement.

Achievement Measures

Of the thirty correlations examined, five were significant, all at age ten. These were: (a) Authority, Engagement with all three Achievement measures; and (b) Interpersonal Relations Engagement with Reading Achievement and GPA. The correlations ranged between .15 and .19. The highest was between Authority Engagement and GPA. Only one of the six correlations with the Engagement Total score was significant and that was at age fourteen.

In Stage I only one correlation for Engagement was significant. Thus, the hypothesis was rejected for both age groups.

Behavioral Rating Scale

Of the ninety correlations examined, six were significant, all at age ten. They were between Interpersonal Relations Engagement and BRS

Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, and Solver. The correlations were all low, ranging between .14 and .17. In Stage I, the only significant correlation with the BRS Summary score was for Interpersonal Relations, but at age fourteen. In summary, the hypothesis should be rejected for all areas except for Interpersonal Relations where there is some evidence in both studies of a relationship existing between it and the BRS instrument.

Hypothesis 74: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: Aid/Advice.

Achievement Measures

Of the thirty correlations examined, eight were significant, six at age ten and two at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Authority Aid/Advice and Mathematics Achievement. Significant at age ten only were the following relationships: (a) Authority Aid/Advice with Reading Achievement and GPA; (b) Anxiety Aid/Advice with Reading Achievement; and (c) Interpersonal Relations Aid/Advice with Reading Achievement and GPA. Significant at age fourteen only was the relationship between Mathematics Achievement and Aggression Aid/Advice.

The correlations ranged between .14 and .21. The highest was between Authority Aid/Advice and GPA at age ten. Four of the six correlations with the Aid/Advice Total score were significant, three at age ten and one at age fourteen. Aid/Advice was not measured in Stage I. Based on these findings, there is evidence for some support in the Authority area, but in general, the total hypothesis should be rejected.

Behavioral Rating Scale

Of the ninety correlations examined, six were significant, all at age ten. These were between Interpersonal Relations Aid/Advice and BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, and Solver. The range of correlations was quite small, between .14 and .17. The Aid/Advice Total score was significantly correlated with the BRS measures two times out of a possible eighteen, both at age ten. Aid/Advice was not measured in Stage I.

In summary, the hypothesis should be rejected with the exception of the relationship between Interpersonal Relations Aid/Advice and the BRS in the ten-year-old sample only.

Hypothesis 75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior: Coping Effectiveness.

Achievement Measures

Of the thirty correlations examined, thirteen were significant, seven at age ten and six at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were between Authority Coping and both Mathematics Achievement and GPA. Significant at age ten only were the following relationships: (a) Aggression Coping with GPA; (b) Authority Coping with Reading Achievement; (c) Anxiety Coping with Reading Achievement; and (d) Interpersonal Relations Coping with both Reading Achievement and GPA. Significant at age fourteen only were the following relationships: (a) Aggression Coping with Mathematics Achievement; and (b) Task Achievement Coping with all three Achievement measures. The correlations ranged between .14 and .25. The highest (.25) was between Task Achievement Coping and GPA at age fourteen. Five of the six correlations with the Coping Effectiveness Total score were significant, three at age ten and two at age fourteen.

In Stage I there was only one significant correlation for Coping Effectiveness and that was at age ten in the Aggression area. Thus any moderate support of the hypothesis in Stage III was made rather meaningless by the lack of Stage I findings and the hypothesis must be rejected.

Behavioral Rating Scale

Of the twenty correlations examined, eleven were significant, seven at age ten and four at age fourteen. The following were significant at age ten: (a) Aggression Coping with BRS Authority; and (b) Interpersonal Relations Coping with BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, and Solver. Significant at age fourteen only were the following relationships: (a) Authority Coping with BRS Authority; and (b) Task Achievement Coping with BRS Task Achievement, Authority, and Implementation. The correlations had a very small range, between .14 and .20 with the highest being between Interpersonal Relations Coping and BRS Implementation and Initiation.

Of the eighteen correlations with the Total Coping Effectiveness score, nine were significant, six at age ten and three at age fourteen. Significant at both age levels was the relationship between the Total Coping score and BRS Task Achievement, Authority, and Implementation.

In Stage I there was only one significant correlation with the BRS Summary score and that was for Interpersonal Relations Coping at age fourteen.

In conclusion, the hypothesis must be rejected except for the Interpersonal Relations area especially at age ten. Stage III correlations with the Coping Total score also indicate some sort of relationship that requires further study.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Of the one hundred twenty correlations examined, only one was significant in the predicted direction and that was between Total Attitude and BRS Initiation at age ten. There were thirteen correlations significant in the direction opposite from that predicted.

In Stage I, only three correlations were significant, all with Task Achievement Attitude. Thus, the hypothesis must be totally rejected at both age levels for both types of Criterion measures.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

Out of the one hundred twenty correlations examined, only seven were significant in the predicted direction. Of these, five were at age ten and two at age fourteen. There were two correlations (one pair) significant at both age levels. These were between Task Achievement and BRS Authority. Significant at age ten only were the following relationships: (a) Task Achievement Positive Affect with BRS Interpersonal Relations and Initiation; and (b) Total Positive Affect with BRS Interpersonal Relations and Initiation. Significant at age fourteen was the relationship between Task Achievement Positive Affect and Mathematics Achievement. The correlations ranged between .11 and .20. The highest was between Task Achievement Positive Affect and BRS Initiation.

In Stage I there were eleven significant correlations out of thirty-two. All of these were at age ten and dealt with relationships of the Criterion measures with Authority Task Achievement, and Total Positive Affect. Though Stage I data indicated fairly good support for the hypothesis in the ten-year-old sample, the sparsity of findings on Stage III for any Criterion variable would lead to rejection of the overall hypothesis.

Hypothesis 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures: Achievement measures.

Of the seventy-two correlations examined, nine were significant, all in the predicted direction. Of these, four were at age ten and five at age fourteen. Significant at age ten only were the following relationships: (a) Reading Achievement with Anxiety and Interpersonal Relations Depressive Affect; and (b) GPA with Authority and Total Hostile Affect. Significant at age fourteen only were the following relationships: (a) Mathematics Achievement with Anxiety and Total Depressive Affect; and (b) GPA with Authority, Anxiety, and Total Depressive Affect.

The correlations ranged between -.14 and -.20. The highest was between GPA and Total Depressive Affect at age fourteen.

In Stage I there was only one significant negative correlation which was between Task Achievement Negative Affect and Reading Achievement at age ten. Based upon these combined findings, the hypothesis should be rejected.

Hypothesis 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures: BRS.

Of the two hundred sixteen correlations examined, fourteen were significant in the predicted direction. Of these, eight were at age ten and six at age fourteen. Significant at age ten only were the following relationships: (a) BRS Task Achievement with Total Hostile Affect; (b) BRS Authority with Aggression, Interpersonal Relations and Total Hostile Affect; (c) BRS Interpersonal Relations with Interpersonal Relations Hostile Affect; (d) BRS Initiation with Interpersonal Relations and Total Hostile Affect; and (e) BRS Solver with Total Hostile Affect. Significant at age fourteen only were the following relationships: (a) BRS Task Achievement with Total Depressive Affect; (b) BRS Authority with Total Depressive Affect; (c) BRS Implementation with Total Depressive Affect; (d) BRS Initiation with Anxiety and Total Depressive Affect; and (e) BRS Aggression with Total Depressive Affect. The correlations ranged between -.14 and -.19. The highest was between Total Hostile Affect and BRS Authority at age ten.

In Stage I there were no significant correlations with the BRS Summary scores. Overall, the hypothesis should be rejected for both age groups.

Hypothesis 79: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Stance.

Of the one hundred ninety-two correlations examined, only four were significant in the predicted direction, all at age ten. The correlations ranged between .14 and .23. The highest was between Anxiety Stance (Story Six) and GPA. The Stance dimension was not measured in Stage I Story Completion. Based on Stage III results, the hypothesis must be rejected at both age levels.

Hypothesis 80: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Engagement.

Of the one hundred ninety-two correlations examined, only four were significant in the predicted direction, all at age ten. These were:

(a) Story Four Anxiety with GPA; and (b) Story Six Anxiety with all three Achievement measures. The correlations ranged between .14 and .19. There were no significant correlations with the Engagement Total score.

In Stage I, out of fifty-six correlations, thirteen were significant, all in the predicted direction. Of these, ten were at age ten and and three at age fourteen. The strongest correlations were between Academic Task Achievement and all of the Criterion measures, followed by some Interpersonal Relations support at age ten. Only Anxiety at age ten was supported in Stage III. In Stage I, four of the eight correlations with the Total Engagement score were significant, two in each age group.

The lack of Stage III findings tend to cancel the Stage I findings in Academic Task Achievement, and to a lesser extent, Interpersonal Relations. Therefore the hypothesis was rejected for both age groups and for all Criterion measures.

Hypothesis 81: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Initiation.

Of the one hundred ninety-two correlations examined, nine were significant in the predicted direction. Of these, eight were at age ten and one at age fourteen. Significant at age ten were the following relationships: (a) Story Four Anxiety with Reading Achievement; and (b) Story Six Anxiety with all Achievement measures and BRS Task Achievement, Implementation, Solver and Anxiety. Significant at age fourteen only was the relationship between Academic Task Achievement and BRS Authority.

The correlations ranged between .14 and .20. The highest was between Story Six Anxiety and Mathematics Achievement at age ten. Of the twenty-four correlations with the Initiation Total score, only two were significant, both at age ten with Achievement Criterion measures.

In Stage I, out of sixty-four correlations, twelve were significant, eight at age ten and four at age fourteen. Of these, ten were with the Achievement Criterion measures and two with the BRS Summary score. The only consistent Stage I correlations were those between Academic and Nonacademic Task Achievement and the Achievement Criterion measures at age ten. There was no support for Task Achievement in Stage I, but only for Anxiety at age ten.

Based upon these contradictory and sparse results, the hypothesis should be rejected at both age levels, though there was more support at age ten than at age fourteen in both studies.

Hypothesis 82: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Aid/Advice.

Of the one hundred ninety-two correlations examined, only four were significant, three at age ten and one at age fourteen. Significant at age ten were the following relationships: (a) Story Six Anxiety with Mathematics and Reading Achievement; and (b) Nonacademic Task Achievement with BRS Self-Assertion. Significant at age fourteen only was the relationship between Academic Task Achievement and BRS Authority. The correlations ranged between .15 and .20 with the highest being between Story Six Anxiety and Mathematics Achievement. None of the correlations with the Aid/Advice Total score were significant. The Aid/Advice dimension was not tested in Stage I. The hypothesis was rejected at both age levels.

Hypothesis 83: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Solver.

Of the one hundred and ninety-two correlations examined, again only four were significant, three at age ten and one at age fourteen. Significant at age ten only were the relationships between Story Six Anxiety and all Achievement Criterion measures. Significant at age fourteen only was the relationship between Academic Task Achievement and BRS Authority. The correlations ranged between .15 and .20. Again the highest was between Story Six Anxiety and Mathematics Achievement at age ten. None of the correlations with the Solver Total score were significant. This hypothesis was not tested in Stage I, and based upon Stage III results, must be rejected at both age levels.

Hypothesis 84: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Implementation.

Of the one hundred ninety-two correlations examined, again only four were significant in the predicted direction, three at age ten and one at age fourteen. The following were significant at age ten: (a) Story Six Anxiety with Mathematics and Reading Achievement: and (b) Nonacademic Task Achievement with BRS Self-Assertion. Significant at age fourteen only was the relationship between Academic Task Achievement and BRS Authority. The correlations ranged between .15 and .20 with the highest being between Story Six Anxiety and Mathematics Achievement at age ten. None of the correlations with the Total Implementation score were significant.

In Stage I, out of fifty-six correlations, eleven were significant, all in the predicted direction. Of these, seven were in the ten-year-old sample and four in the fourteen-year-old sample. All but one of these correlations were with the Achievement Criterion measures. The

most consistent were the correlations between Academic Task Achievement and all Criterion measures at age ten. The remainder of the correlations were randomly scattered among the different areas. Again, it should be noted that in both studies there were more significant correlations at age ten than at age fourteen.

The lack of Stage III findings and the contradictory findings between the two studies led to the rejection of the hypothesis for both age groups, but more strongly for the older children.

Hypothesis 85: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension: Outcome.

Of the one hundred ninety-two correlations examined, only four were significant in the predicted direction, three at age ten and one at age fourteen. Significant at age ten only were the following relationships: (a) Story Six Anxiety with Reading Achievement; (b) Nonacademic Task Achievement with Mathematics Achievement; and (c) Total Outcome with Mathematics Achievement. Significant at age fourteen only was the relationship between Aggression Outcome and BRS Solver. This hypothesis was not tested in Stage I and must be rejected on the basis of the Stage III results.

Hypothesis 86: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Evaluation of Outcome.

Of the one hundred ninety-two correlations examined, fifteen were significant, fourteen at age ten and one at age fourteen. The following were significant at age ten only: (a) Story Six Anxiety with Reading Achievement, BRS Task Achievement, Initiation and Solver; (b) Interpersonal Relations with BRS Aggression; (c) Academic Task Achievement with BRS Authority; (d) Nonacademic Task Achievement with Reading Achievement and BRS Interpersonal Relations; and (e) Total Evaluation of Outcome with Reading Achievement, BRS Authority, Interpersonal Relations, Implementation, Initiation, and Solver. Significant at age fourteen only was the relationship between Story Four Anxiety and Mathematics Achievement. The correlations ranged between .12 and .20. The highest (.20) was between Total Evaluation of Outcome and Reading Achievement at age ten. This hypothesis was not tested in Stage I.

Based on the Stage III results, this hypothesis must be totally rejected at age fourteen and received very marginal to poor support at age ten, with the strongest support coming from Story Six Anxiety and Total Evaluation of Outcome.

Hypothesis 87: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Coping Effectiveness.

Of the one hundred ninety-two correlations examined, seven were significant in the predicted direction, all at age ten. These were: (a) Story Six Anxiety with all Achievement Criterion measures and BRS Academic Task Achievement; (b) Interpersonal Relations with BRS Initiation; and (c) Total Coping Effectiveness with Mathematics and Reading Achievement. The correlations ranged between .14 and .21. The highest was between Story Six Anxiety and Mathematics Achievement. As with all other Stage III Story Completion correlations with the Criterion measures, there were a number of significant negative correlations, all at age fourteen.

In Stage I, out of the seventy-two correlations examined, fourteen were significant, all in the predicted direction. Of these, seven were at age ten and seven at age fourteen. All but one of them were with the Achievement Criterion measures, and five were between Total Coping Effectiveness and the Achievement Criterion measures. There was no trend for any of the Story Completion areas to be strongly associated with the Criterion measures and the correlations were all quite low. Considering the results of both studies together, the hypothesis must be rejected.

Hypothesis 88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions: Instrumentality.

Of the one hundred and ninety-two correlations examined, fourteen were significant, all at age ten. These were: (a) Aggression with Reading Achievement and GPA; (b) Authority with Reading Achievement; (c) Story Four Anxiety with Mathematics Achievement; (d) Story Six Anxiety with all three Achievement Criterion measures; (e) Interpersonal Relations with Reading Achievement and BRS Solver; (f) Nonacademic Task Achievement with BRS Implementation; and (g) Total Instrumentality with all three Achievement Criterion measures and BRS Solver. The correlations ranged between .14 and .25. The highest was between Total Instrumentality and Reading Achievement.

In Stage I, out of seventy-two correlations examined for Persistence, twenty-four were significant in the predicted direction. Of these, twenty were at age ten and four at age fourteen. The most consistent correlations with all Criterion measures were for the Mother Authority Story and for Academic Task Achievement, for the ten-year-old sample only. These data represented fairly good support for the hypothesis at the ten-year-old level. However, the proportion of Stage III correlations which were significant was not sufficient for verification of the hypothesis even at age ten though all significant Stage III correlations were in the ten-year-old sample. Obviously there was a greater relationship at age ten but it still was not sufficient for verification of the hypothesis.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimensions.

Of the one hundred and ninety-two correlations examined, thirty-three were significant in the predicted direction. All thirty-three of these were in the ten-year-old sample. These were: (a) Authority Positive Affect with all Criterion measures except BRS Self-Assertion; (b) Story Four Anxiety with Reading Achievement and BRS Interpersonal Relations; (c) Interpersonal Relations with BRS Interpersonal Relations, (d) Academic Task Achievement with BRS Authority, Implementation, and Solver; (e) Nonacademic Task Achievement with BRS Authority, Interpersonal Relations, Solver, and Anxiety; and (f) Total Positive Affect Hero with Reading Achievement, BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, Solver, Aggression, and Anxiety.

The correlations ranged between .14 and .30. The highest (.30) was between the Total Positive Affect score and BRS Anxiety at age ten. Affect was scaled in a different manner in Stage I so that comparisons cannot be made.

In summary, there was no support whatsoever for the hypothesis at age fourteen. However, there was some fair support at age ten. In fact, this hypothesis was better supported than any previous hypothesis involving relationships between Story Completion scales and the Criterion measures. The best and most consistent support was from the relationship between the Criterion measures and Positive Affect Authority, Total Positive Affect, and to a lesser extent, Interpersonal Relations and Nonacademic Task Achievement.

Hypothesis 90: There will be a negative relationship between the Criterion measures and the Story Completion Negative Affect dimensions.

Of the one hundred ninety-two correlations examined, only five were significant in the predicted direction. Of these, all five were at age ten. These were: (a) Aggression with Reading Achievement; (b) Authority with Mathematics Achievement; (c) Nonacademic Task Achievement with Mathematics and Reading Achievement; and (d) Total Negative Affect Hero with Mathematics Achievement. The correlations ranged between -.17 and -.26. The highest was between Nonacademic Task Achievement and Mathematics Achievement. Negative Affect was not measured in the same manner in Stage I, so comparisons could not be made. Based on Stage III findings the hypothesis must be rejected at both age levels.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Aptitude and Achievement measures.

Of the thirty-two correlations examined, nine were significant in the predicted direction. Of these, seven were at age ten and two at age fourteen. There were two correlations (one pair) which were significant at both age levels. These were between Self-Concept and GPA. Significant at age ten only were the following relationships: (a) Self-Concept with the Raven and GPA; (b) Mother Interaction with the Raven; and (c) Father Interaction with the Raven, Reading Achievement, and GPA. Significant at age fourteen only was the relationship between Mother Interaction and GPA. The correlations ranged between .14 and .22. The highest was between Self-Concept and the Raven at age ten.

In Stage I, only one of the thirty-two correlations was significant and that was at age ten between Mother Interaction and Reading Achievement.

In summary, considering the results of both studies together, there was very minimal support of the hypothesis at age ten; and the hypothesis must be totally rejected at age fourteen.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the BRS.

Of the eight correlations examined, three were significant, all at age fourteen. These were between BRS Authority and Self-Concept, Mother Interaction, and Father Interaction. The correlations ranged between .17 and .22 with the highest being for the relationship with Self-Concept.

In Stage I, none of the correlations were significant.

Based on the results of both studies combined, the hypothesis must be totally rejected at age ten and there was rather weak support at age fourteen, found only in Stage III results.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the BRS.

Of the twenty-four correlations examined, only one was significant and that was between Self-Concept and Initiation at age fourteen (.17). This hypothesis was not tested in Stage I and, based upon Stage III findings, must be rejected for both age groups.

FIGURE 2

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE		2 MATH		3 READING		4 G.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.36	.23	.41	.29	.33	.27
2	MATH	.36	.23			.58	.34	.65	.41
3	READING	.41	.29	.58	.34			.57	.52
4	GRADE POINT AVERAGE	.33	.27	.65	.41	.57	.52		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BPS 2 A - TA		6 BRS 3 AUTHORITY		7 BRS 4 IPF		8 BPS 5 IMPLEMENT.		9 BRS 6 SELF-ASSER		10 BRS 7 INITIATION		11 BPS 8 SOLVER		12 BRS 9 AGGRESSION		13 BRS 10 ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.39	.23	.39	.17	.35		.39	.26		.	.38	.19	.37	.19	.26		.16	
3	READING	.46	.28	.47	.28	.39	.28	.47	.37			.43	.32	.51	.41	.36	.14	.26	
4	GRADE POINT AVERAGE	.57	.66	.59	.63	.51	.48	.60	.70	-.17		.57	.66	.58	.55	.43	.38	.21	

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM			-.23				-.19		.14							
15	ESTHETICS	-.23								-.21	-.14					-.19	
16	INDEPENDENCE							.16				-.24		-.15			
17	MANAGEMENT	-.19				.16				-.17	-.23	-.31	-.26	-.27	-.27		-.14
19	SELF-SATISFACTION	.14		-.21	-.14			-.17	-.23					-.14			
20	INTELLECTUAL STIMULATION					-.24		-.31	-.26					.39	.54	.22	.24
21	CREATIVITY					-.15		-.27	-.27	-.14		.39	.54				
27	VARIETY			-.19					-.14			.23	.24				
29	TOTAL INTRINSIC	.34	.29	.35	.34	.30	.25	.14		.17	.20	.35	.52	.36	.44	.31	.40

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON.RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL.FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS			-.14	-.23	.33	.39		.16	-.22	-.31	-.15	-.30		
22	SECURITY		-.23			-.33	-.25	-.17	-.23						
23	PRESTIGE	.33	.39	-.33	-.25			.23	.27	-.22	-.39	-.35	-.27		
24	ECONOMIC RETURNS		.16	-.17	-.23	.22	.27			-.21	-.15	-.31	-.16		
25	SURROUNDINGS	-.22	-.31			-.22	-.39	-.21	-.15			-.31	-.40		
26	ASSOCIATES	-.18	-.30			-.35	-.27	-.21	-.16	-.31	-.40				
28	FOLJAW FATHER														
30	TOTAL EXTRINSIC	.27	.40		-.12	-.31	-.41	-.33	-.40	-.71			-.44	-.38	-.42

FIGURE 3

VERIFICATION TABLE OF SIGNIFICANT CORRELATIONS - SAMPLE III

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENT: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. PUBL. SERV.		21 OCC. VAL. CREATIVITY		27 INT. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS			-.19		-.21	-.28							.13			-.17	-.27	-.30
22	SECURITY													-.31	-.20				-.17
23	PRESTIGE	-.23	-.22	.15			-.29			-.36	-.33	-.17				-.20	-.20	-.33	-.43
24	ECONOMIC RETURNS	-.43	-.25		-.14			.33	.37	-.29	-.19	-.15	-.34	-.14	-.18	-.15	-.23	-.33	-.44
25	SURROUNDINGS			-.17				-.18		-.20	-.21	-.19		-.25	-.27			-.22	
26	ASSOCIATES	.22	.25	-.29				-.21		-.21			-.17		-.23				-.14
28	FOLLOW FATHER		-.14	-.26	-.18	-.20					-.18		-.23	-.14	-.20	-.14		-.48	-.45
30	TOTAL EXTRINSIC	-.34	-.29	-.35	-.34	-.30	-.25	-.34		-.17	-.20	-.35	-.32	-.36	-.44	-.31	-.40	-1.0	-1.0

HYPOTHESIS 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation & Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. EXP.		36* OCC. INT. ED. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATION			.70	.83	.27	.65
32	OCCUPATIONAL EXPECTATION	.70	.83			.23	.69
36	EDUCATIONAL ASPIRATION	.27	.65	.23	.69		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interests Discrepancy Measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	14
34	EXPECTATION ASPIRATION			.28	.40
35	OCCUPATION ASPIRATION	.28	.40		

HYPOTHESIS 8: There will be positive relationship among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY	
		10	14	10	14	10	14	10	14	10	14
37	SAI TASK ACHIEVEMENT			.57	.54	.24	.21	.40	.34	-.14	-.24
38	AUTHORITY	.57	.54			.33	.33	.45	.49	-.22	-.38
39	AGGRESSION	.24	.21	.33	.33			.31	.31	-.27	-.22
40	INTERPERSONAL RELATIONS	.40	.34	.45	.49	.31	.31			-.25	-.23
41	ANXIETY	-.14	-.24	-.22	-.38	-.27	-.32	-.25	-.23		
42	TOTAL SCORE	.67	.61	.74	.76	.72	.72	.80	.75	-.58	-.60

FIGURE 3

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub syndromes plus the Total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V61 14	44 V61 14	45 V61 14	46 V61 14	47 V61 14	48 V61 14	49 V61 14	50 V61 14	51 V61 14	52 V61 14	53 V61 14	54 V61 14	55 V61 14	56 V61 14	58 V61 14	59 V61 14	60 V61 14	61 V61 14	62 V61 14	63 V61 14
43	LOCUS OF CONTROL ACADEMIC																				.23
44	LOCUS OF CONT. ACTION -																				.26
45	INACTION IMMEDIATE -				.18	-.15		.14				.14							.17		.31
46	DELAYED RATE OF			.18					.15												.36
47	ACTION INTRINSIC -			-.15					-.17				.22	.15							.21
48	EXTRINSIC TASK ACH. -																				.37
49	IPR COMPETITION -			.14																.15	.34
50	CO-OPERATION INDEPENDENT				.15	-.17															.15
51	INTERDEPENDENT EARNED STATUS -										.15				-.17			.21			.29
52	BESTOWED STATUS CONFRONT -									.15											.18
53	AVOID SELF-INITI.			.14															.17		.19
54	OTHER INITI. SELF SOLVER					.22												.14		-.17	.25
55	OTHER SOLVER SELF-JOINT					.15									.16				.20		.40
56	IMPLEMENTATION INSTRUMENT -									-.17				.16							.26
58	FANTASY CONT./EXPRESS-																.14				.26
59	IVITY & ACCEPT. ACT./PASS.															.14					.31
60	UNDER STRESS POS./NEG.									.21			.14								.28
61	SELF-CONCEPT VIEW OF			.17								-.17		.20							.31
62	LIFE TOTAL								.15				-.17								.14
63	SCORE	.23	.26	.31	.36	.21	.37	.34	.15	.29	.18	.19	.25	.40	.26	.26	.31	.28	.31	.14	

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	93 STANCE AUTHORITY 10	93 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14
100	STANCE AGGRESSION							.14			
93	AUTHORITY							.22	.16	.27	.25
92	ANXIETY								.17	.14	
74	INTERPERSONAL RELATIONS	.14		.22	.16		.17				
65	TASK ACHIEVEMENT			.27	.26	.14					
109	TOTAL STANCE	.28	.43	.65	.65	.51	.45	.61	.60	.59	.44

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Encagement across different behavior areas

		101 ENCAGEMENT ACCESSION 10	101 ENCAGEMENT ACCESSION 14	84 ENCAGEMENT AUTHORITY 10	84 ENCAGEMENT AUTHORITY 14	93 ENCAGEMENT ANXIETY 10	93 ENCAGEMENT ANXIETY 14	75 ENCAGEMENT IPR 10	75 ENCAGEMENT IPR 14	66 ENCAGEMENT TASK ACH. 10	66 ENCAGEMENT TASK ACH. 14
101	ENCAGEMENT ACCESSION							.15	.14		
84	AUTHORITY					.14		.23	.16	.23	.17
93	ANXIETY			.14					.17	.17	
75	INTERPERSONAL RELATIONS	.15	.14	.23	.16		.17			.15	
66	TASK ACHIEVEMENT			.23	.17	.17		.15			
110	TOTAL ENCAGEMENT	.47	.40	.54	.51	.53	.52	.61	.58	.61	.51

FIGURE 5

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION					.18	.16	.18			
76	AUTHORITY					.20	.17		.26	.16	.19
85	ANXIETY	.18	.16	.20	.17						
	INTERPERSONAL										
94	RELATIONS	.18			.26						
	TASK										
102	ACHIEVEMENT			.16	.19						
	TOTAL										
111	AID/ADVICE	.61	.47	.61	.70	.56	.50	.54	.55	.33	.33

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION				.29			.19	.21	.21	.24
86	AUTHORITY		.29			.13	.16	.23	.20	.30	.29
95	ANXIETY			.13	.16			.23	.27	.18	.23
	INTERPERSONAL										
77	RELATIONS	.19	.21	.23	.20	.23	.27			.18	.22
	TASK										
68	ACHIEVEMENT	.21	.24	.30	.29	.18	.23	.18	.22		
	TOTAL										
112	COPING EFF.	.42	.50	.62	.66	.61	.58	.64	.66	.58	.61

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.75	.74	.76	.76	.76	.79
	TOTAL								
110	ENGAGEMENT	.75	.74			.96	.96	.73	.79
	TOTAL								
111	AID/ADVICE	.76	.76	.96	.96			.77	.80
	TOTAL								
112	COPING EFF.	.76	.79	.73	.79	.77	.80		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY					.40	.22	.20	
91	ANXIETY								
	INTERPERSONAL								
73	RELATIONS	.40	.22					.22	
	TASK								
64	ACHIEVEMENT	.20				.22			
	TOTAL								
108	ATTITUDE	.77	.74	.28	.28	.29	.21	.51	.43

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST. AFF. AGGRESSION		87 HOST. AFF. AUTHORITY		96 HOST. AFF. ANXIETY		78 HOST. AFF. IPR		69 HOST. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.24	.23			.32	.14		
87	AUTHORITY	.24	.23								.24
96	ANXIETY								.19	.18	
78	INTERPERSONAL RELATIONS	.32	.14				.19			.21	
69	TASK ACHIEVEMENT				.24	.18		.21			
113	TOTAL HOSTILE AFFECT	.70	.67	.58	.60	.45	.45	.66	.58	.36	.25

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE. AFF. AUTHORITY		97 DEPRE. AFF. ANXIETY		79 DEPRE. AFF. IPR		70 DEPRE. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS. AFF.										
105	AGGRESSION				.24	.18					
88	AUTHORITY		.24			.23		.31			.14
97	ANXIETY	.18		.23				.24	.16	.15	
79	INTERPERSONAL RELATIONS			.31		.24	.16			.17	
70	TASK ACHIEVEMENT				.14	.15		.17			
114	TOTAL DEPRESSIVE	.34	.44	.75	.66	.70	.53	.59	.50	.36	.36

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION				.24	.15	.25	.31	.15		
89	AUTHORITY		.24			.14		.20		.19	.25
98	ANXIETY	.15	.25	.14				.28	.19	.24	
80	INTERPERSONAL RELATIONS	.31	.15	.20		.28	.19			.24	
71	TASK ACHIEVEMENT			.19	.25	.24		.24			
115	TOTAL NEUTRAL AFF.	.53	.64	.63	.64	.61	.60	.69	.52	.49	.42

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										
99	ANXIETY										
81	INTERPERSONAL RELATIONS										
72	TASK ACHIEVEMENT										
116	TOTAL POS. AFFECT					.53	.65	.49		.79	.74

FIGURE 5

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.16	-.15		-.18		

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE			-.21	-.30	-.40	-.35	.14	.20
110	TOTAL ENGAGEMENT	-.16	-.19	-.34	-.39	-.22	-.22	.18	.24
111	TOTAL AID/ADVICE	-.17	-.20	-.37	-.40	-.25	-.26	.16	.19
112	TOTAL COPING EFF.			-.56	-.62	-.43	-.36	.17	.24

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3									.35				.22	
149	AGGRESSION														
	STORY 5									.36				.16	
177	AUTHORITY														
	STORY 4														
163	ANXIETY														
	STORY 6														
191	ANXIETY														
	STORY 2													.26	
135	IPR	.35		.36											
	STORY 1														
121	ACAD.TASK ACH.														
	STORY 7									.26					
205	NA - TASK ACH.	.22		.16											
	TOTAL														
219	STANCE	.53	.35	.47		.16	.21	.15	.45	.43		.59	.74	.59	.34

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3			.21		.18								.18	
150	AGGRESSION														
	STORY 5											.22			
178	AUTHORITY	.21													
	STORY 4		.18												
164	ANXIETY														
	STORY 6														
192	ANXIETY											.19			
	STORY 2														
136	IPR									.19					
	STORY 1			.22											
122	ACAD.TASK ACH.														
	STORY 7														
206	NA - TASK ACH.	.18													
	TOTAL														
220	ENGAGEMENT	.21	.29	.52	.12	.29	.55	.62	.31	.18	.52	.19	.30	.43	

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION			.41			.25								
	STORY 5														
179	AUTHORITY	.41										.20			
	STORY 4														
165	ANXIETY		.25							.16					
	STORY 6														
193	ANXIETY														
	STORY 2														
137	IPR					.16									
	STORY 1														
123	ACAD.TASK ACH.			.20											
	STORY 7														
207	NA - TASK ACH.														
	TOTAL														
221	INITIATION	.44	.27	.55	.27	.25	.29	.58	.63	.34	.28	.56	.49	.44	.35

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION							.19							.11
	STORY 5														
180	AUTHORITY						.16		-.14					.15	
	STORY 4														
166	ANXIETY				.16				-.17						
	STORY 6														
194	ANXIETY	.19			-.14		-.17								
	STORY 2														
138	IPR														
	STORY 1														
124	ACAD.TASK ACH.														
	STORY 7														
208	NA - TASK ACH.			.15											
	TOTAL														
222	AID/ADVICE	.37	40	.46	.33	.29	.32	.54	.48	.26	.27	.56	.52	.40	.24

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
153	AGGRESSION						.20								
	STORY 5														
181	AUTHORITY														
	STORY 4														
167	ANXIETY		.20											-.15	
	STORY 6														
195	ANXIETY														
	STORY 2														
139	IPR														
	STORY 1														
125	ACAD.TASK ACH.														
	STORY 7														
209	NA - TASK ACH.					-.15		.14							
	TOTAL														
223	SOLVER	.31	.38	.48	.39		.32	.56	.50	.30	.29	.52	.44	.43	.33

FIGURE 3

YUGOSLAVIA TABLE OF INTERCHANGE CORRELATIONS - STAGE III

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION			.22			.14	.18							.15
	STORY 5														
182	AUTHORITY	.22				-.15						.20			-.14
	STORY 4														
168	ANXIETY		.14	-.15											
	STORY 6														
196	ANXIETY	.18								-.18					
	STORY 2														
140	IPR							-.18							
	STORY 1														
126	ACAD.TASK ACH.			.20											
	STORY 7														
210	NA - TASK ACH.		.15		-.14										
	TOTAL														
224	IMPLEMENTATION	.39	.39	.49	.26	.24	.40	.54	.58	.13		.56	.52	.42	.35

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION								-.14						
	STORY 5														
183	AUTHORITY					.17	.14			.14		.18			
	STORY 4														
169	ANXIETY			.17	.14						.21		.14	.15	
	STORY 6														
197	ANXIETY		-.14												
	STORY 2														
141	IPR			.14			.21					.14	.15		
	STORY 1														
127	ACAD.TASK ACH.			.18			.14			.14	.13				
	STORY 7														
211	NA - TASK ACH.					.15									
	TOTAL														
225	OUTCOME	.40	.18	.55	.47	.56	.58	.37	.36	.41	.52	.52	.55	.41	.40

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA- TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
156	AGGRESSION							.24		.14	.15			.19	
	STORY 5														
184	AUTHORITY					.15	.21				.17	.20			.23
	STORY 4														
170	ANXIETY			.15	.21						.17				
	STORY 6														
198	ANXIETY	.24													
	STORY 2														
142	IPR	.14	.15		.17		.17					.12	.16		
	STORY 1														
128	ACAD.TASK ACH.			.20							.16				
	STORY 7														
212	NA - TASK ACH.	.19			.23										
	TOTAL EVAL.														
226	OF OUTCOME	.55	.44	.50	.56	.45	.53	.31	.35	.46	.56	.45	.40	.47	.38

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		189 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		179 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION			20			.22	.16							
	STORY 5														
189	AUTHORITY	.20				.15	.16					.25			
	STORY 4														
171	ANXIETY		.22	.15	.16						.16				
	STORY 6														
199	ANXIETY	.16													
	STORY 2														
143	IPR						.16							.15	
	STORY 1														
179	ACAD. TASK ACH.			.25											
	STORY 7														
213	NA - TASK ACH.									.15					
	TOTAL														
227	COPING EFF.	.37	.26	.57	.36	.28	.39	.54	.60	.32	.26	.62	.56	.46	.32

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION										.19				
	STORY 5														
190	AUTHORITY					.24	-.15					.24			
	STORY 4														
176	ANXIETY			.24	-.15										
	STORY 6														
204	ANXIETY														
	STORY 2														
148	IPR		.19												
	STORY 1														
134	ACAD.TASK ACH.			.24											
	STORY 7														
218	NA - TASK ACH.														
	TOTAL														
232	INSTRUMENTALITY	.37	.40	.52	.26	.57	.42	.49	.51	.28	.30	.49	.36	.29	.40

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		218 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVES		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.66	.34	.61	.20	.46	.15	.52	.18	.52	.15
	TOTAL												
220	ENGAGEMENT	.66	.34			.89	.77	.74	.61	.78	.68	.77	.67
	TOTAL												
221	INITIATION	.61	.20	.89	.77			.82	.76	.88	.84	.84	.78
	TOTAL												
222	AID/ADVICE	.46	.15	.74	.61	.82	.76			.92	.90	.89	.83
	TOTAL												
223	SOLVER	.52	.18	.78	.68	.88	.84	.92	.90			.87	.81
	TOTAL												
224	IMPLEMENTATION	.52	.15	.77	.67	.84	.78	.89	.83	.87	.81		
	TOTAL												
225	OUTCOME	.30		.53	.48	.45	.45	.35	.28	.40	.38	.38	.35
	TOTAL EVAL.												
226	OF OUTCOME			.32	.20	.37	.24	.30		.34		.30	.17
	TOTAL												
227	COPING EFFECT.	.01	.22	.88	.80	.91	.89	.84	.78	.88	.84	.86	.83
	TOTAL RESPONSE												
228	LENGTH							-.16					
	TOTAL												
232	INSTRUMENTALITY	.44		.65	.51	.62	.57	.50	.44	.50	.43	.54	.55

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTCOME		226 COP. EFF. EVAL.OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES.LENGTH		232 COP. EFF. INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14
	TOTAL										
225	OUTCOME			.55	.58	.70	.71			.31	.25
	TOTAL EVAL.										
226	OF OUTCOME	.55	.58			.56	.47			.29	.17
	TOTAL										
227	COP.EFFECT.	.70	.71	.56	.47					.66	.59
	TOTAL RESPONSE										
228	LENGTH									.21	.26
	TOTAL										
232	INSTRUMENTALITY	.31	.25	.29	.17	.66	.59	.21	.26		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
158	AGGRESSION			.66	.62	.72	.64	.62	.62	.69	.69	.59	.63	.60	.60
	STORY 5														
186	AUTHORITY	.66	.62			.70	.57	.65	.67	.56	.67	.46	.61	.75	.71
	STORY 4														
172	ANXIETY	.72	.64	.70	.57			.63	.62	.54	.69	.58	.56	.66	.62
	STORY 6														
200	ANXIETY	.62	.62	.65	.67	.63	.62			.55	.59	.48	.49	.64	.70
	STORY 2														
144	IPR	.69	.69	.56	.67	.54	.69	.55	.59			.63	.66	.52	.66
	STORY 1														
130	ACAD.TASK ACH.	.59	.63	.46	.61	.58	.56	.48	.49	.63	.66			.40	.59
	STORY 7														
214	NA - TASK ACH.	.60	.60	.75	.71	.66	.62	.64	.70	.52	.66	.40	.59		
	TOTAL LENGTH														
228	OF RESPONSE	.86	.82	.84	.84	.85	.81	.80	.82	.79	.86	.74	.78	.80	.85

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		125 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
159	AGGRESSION							.58		.17					
	STORY 5														
187	AUTHORITY								.18				.14	.24	.15
	STORY 4														
173	ANXIETY									.14	.27		.19	.22	.16
	STORY 6														
201	ANXIETY	.58			.18										
	STORY 2														
145	IPR	.17				.14	.27						.17	.12	.14
	STORY 1														
131	ACAD.TASK ACH.				.14		.19				.17				
	STORY 7														
215	NA - TASK ACH.			.24	.15	.22	.16				.14				
	TOTAL														
229	POSITIVE AFF.	.37	.29	.44	.36	.60	.63	.23	.31	.51	.58	.34	.50	.68	.59

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
160	AGGRESSION				.14				.14					.14	
	STORY 5														
188	AUTHORITY		.14			.17			.15						
	STORY 4														
174	ANXIETY			.17				.17	.24			.15		.22	.16
	STORY 6														
202	ANXIETY		.14		.15	.17	.24								
	STORY 2														
146	IPR														
	STORY 1														
132	ACAD.TASK ACH.					.15								.14	
	STORY 7														
216	NA - TASK ACH.	.14				.22	.16					.14			
	TOTAL NEGATIVE														
230	AFFECT HERO	.41	.45	.46	.43	.62	.64	.53	.63	.25	.33	.33	.29	.57	.41

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 Story 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
161	AGGRESSION				.24		.16								
	STORY 5														
189	AUTHORITY		.24			.21			.17		.14			.30	
	STORY 4														
175	ANXIETY		.16	.21	.10				.23					.32	.19
	STORY 6														
203	ANXIETY				.17		.23							.16	.15
	STORY 2														
147	IPR				.14									.22	
	STORY 1														
133	ACAD.TASK ACH.														
	STORY 7														
217	NA - TASK ACH.			.30		.32	.19	.16	.15	.22					
	TOTAL AFFECT														
231	HERO & OTHERS	.43	.54	.49	.45	.60	.56	.48	.61	.45	.42	.30	.34	.66	.48

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect x Total Coping Style Measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL.OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE																				
229	AFFECT HERO	.18		.15	.14	.14								.22	.25	.38	.39	.22	.22	.15	.18
	TOTAL NEGATIVE																				
230	AFFECT HERO			-.24		-.24		-.19		-.20	-.15	-.17		-.26	-.18			-.24			

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 1																
130	RES.LENGTH	-.15															
	STORY 2																
144	RES.LENGTH		.14	-.15	-.18												
	STORY 3																
158	RES.LENGTH				-.15												
	STORY 4																
172	RES.LENGTH																
	STORY 5																
186	RES.LENGTH		.15										.15				.14
	STORY 6																
200	RES.LENGTH												.15				
	STORY 7																
214	RES.LENGTH				-.18												
	TOTAL RESPONSE																
228	LENGTH				-.17												

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimension and coping effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the total Stance.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION 10	14	177 Story 5 AUTHORITY 10	14	163 Story 4 ANXIETY 10	14	191 Story 6 ANXIETY 10	14	135 Story 2 IPR 10	14	121 Story 1 A - TA 10	14	205 Story 7 NA - TA 10	14	219 TOTAL STANCE 10	14
	SENTENCE																
100	AGGRESSION																
83	AUTHORITY																
92	ANXIETY																
74	IPR														.15		
65	TASK ACH.																
	TOTAL																
109	STANCE														.14		

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style donstruct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION 10	14	178 Story 5 AUTHORITY 10	14	164 Story 4 ANXIETY 10	14	192 Story 6 ANXIETY 10	14	136 Story 2 IPR 10	14	122 Story 1 A - TA 10	14	206 Story 7 NA - TA 10	14	220 TOTAL ENGAGEMENT 10	14
	SENTENCE																
101	AGGRESSION										-.17						
84	AUTHORITY																
93	ANXIETY		.14				.19										
	INTERPERSONAL																
75	RELATIONS																
	TASK																
66	ACHIEVEMENT																
	TOTAL																
110	ENGAGEMENT																

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION 10	14	179 Story 5 AUTHORITY 10	14	165 Story 4 ANXIETY 10	14	193 Story 6 ANXIETY 10	14	137 Story 2 IPR 10	14	123 Story 1 A - TA 10	14	207 Story 7 NA - TA 10	14	221 TOTAL AID/ADVICE 10	14
	SENTENCE																
102	AGGRESSION										-.18						
85	AUTHORITY	.15															
94	ANXIETY																
	ACADEMIC																
67	TASK ACH.			.15							.15						
	TOTAL																
111	AID/ADVICE	.16															

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION 10	14	185 Story 5 AUTHORITY 10	14	171 Story 4 ANXIETY 10	14	199 Story 6 ANXIETY 10	14	143 Story 2 IPR 10	14	129 Story 1 A - TA 10	14	213 Story 7 NA - TA 10	14	227 TOTAL COP. EFF. 10	14
	SENTENCE																
103	AGGRESSION										-.17						
86	AUTHORITY	.14	.21														
95	ANXIETY						.19										
	INTERPERSONAL																
77	RELATIONS																
	TASK																
68	ACHIEVEMENT			.15						.18							
	TOTAL																
112	COPING EFF.	.14															

FIGURE 5

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to be Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

	SENTENCE	159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	209 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 NA - TA 10	14	229 TOTAL POS. AFF. HERO 10	14
	POSITIVE AFFECT																		
107	AGGRESSION																		
	POSITIVE AFFECT																		
90	AUTHORITY																		
	POSITIVE AFFECT																		
99	ANXIETY																		-.15
	POSITIVE AFFECT																		
81	IPR																		
	POSITIVE AFFECT																		
72	TASK ACH.																		
	TOTAL																		
116	POSITIVE AFFECT																		

HYPOTHESIS 43b: The Story Completion Positive affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION 10	14	187 Story 5 AUTHORITY 10	14	173 Story 4 ANXIETY 10	14	201 Story 6 ANXIETY 10	14	145 Story 2 IPR 10	14	131 Story 1 A - TA 10	14	215 Story 7 NA - TA 10	14	229 TOTAL POS. AFF. HERO 10	14
	AGGRESSION																		
104	HOSTILE									.16									
	AGGRESSION																		
105	DEPRESSIVE													.25					
	AUTHORITY																		
87	HOSTILE								.14	.14									
	AUTHORITY																		
88	DEPRESSIVE	.16							.15										
	ANXIETY																		
96	HOSTILE																		
	ANXIETY																		
97	DEPRESSIVE																		
	IPR																		
78	HOSTILE					-.21													
	IPR																		
79	DEPRESSIVE																		
	TASK ACH.																		
69	HOSTILE																		
	TASK ACH.																		
70	DEPRESSIVE																		
	TOTAL																		
113	HOSTILE																		
	TOTAL																		
114	DEPRESSIVE																		

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14	230 TOTAL NEG.AFFECT 10	14
	NEGATIVE AFF.																		
107	AGGRESSION																		
	POSITIVE AFF.																		
90	AUTHORITY																		
	POSITIVE AFF.																		
99	ANXIETY					.29													
	POSITIVE AFF.																		
81	IPR																		
	POSITIVE AFF.																		
72	TASK ACH.								.15										
	TOTAL																		
116	POSITIVE AFF.			.17															

HYPOTHESIS TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		169 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14	230 TOTAL NEG. AFF. 10	14
	AGGRESSION																
104	HOSTILE										.17						
	AGGRESSION																
105	DEPRESSIVE			.15	.17												
	AUTHORITY																
87	HOSTILE										.18						
	AUTHORITY																
88	DEPRESSIVE																
	ANXIETY																
96	HOSTILE																
	ANXIETY																
97	DEPRESSIVE					-.14		.20			.22			.17			.15
	IPR																
78	HOSTILE								-.14								
	IPR																
79	DEPRESSIVE									-.18							
	TASK ACH.																
69	HOSTILE																
	TASK ACH.																
70	DEPRESSIVE		-.15														
	TOTAL																
113	HOSTILE										.14						
	TOTAL																
114	DEPRESSIVE							.14									

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE .0	14	66 TASK ACH. ENGAGEMENT 10	14	67 TASK ACH. AID/ADVICE 10	14	109 TOTAL STANCE 10	14	110 TOTAL ENGAGEMENT 10	14	111 TOTAL AID/ADVICE 10	14
	SAI												
37	TASK ACH.										.17		.15
	TOTAL												
42	SAI SCORE							.20	.25	.16	.26	.18	.26

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
	SAI												
40	IPR	.14						.20		.15	.17	.16	.18
	TOTAL												
42	SAI SCORE	.16		.14	.14	.14	.14	.20	.25	.16	.26	.18	.26

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI
VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE 10	14	84 AUTHORITY ENGAGEMENT 10	14	85 AUTHORITY AID/ADVICE 10	14	109 TOTAL STANCE 10	14	110 TOTAL ENGAGEMENT 10	14	111 TOTAL AID/ADVICE 10	14
	SAI												
38	AUTHORITY	.19	.25	.17	.19	.15	.17	.16	.24		.22		.24
	TOTAL												
42	SAI SCORE	.16	.25	.22	.18	.17	.19	.20	.25	.16	.26	.18	.26

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		92 ANXIETY STANCE 10	14	93 ANXIETY ENGAGEMENT 10	14	94 ANXIETY AID/ADVICE 10	14	109 TOTAL STANCE 10	14	110 TOTAL ENGAGEMENT 10	14	111 TOTAL AID/ADVICE 10	14
	SAI												
41	ANXIETY								.17				
	TOTAL												
42	SAI SCORE				.19			.20	.25	.16	.26	.18	.26

FIGURE 3

YUGOSLAVIA TABLE OF SAI SCALE CORRELATIONS - STAGE III

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 AGGRESSION STANCE		101 AGGRESSION ENGAGEMENT		102 AGGRESSION AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
39	AGGRESSION TOTAL		.17		.24		.25	.16	.20	.19	.24	.18	.22
42	SAI SCORE		.14		.24		.24	.20	.25	.16	.26	.18	.26

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles X SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE				
122	ENGAGEMENT				.20
123	INITIATION				.16
124	AID/ADVICE				.14
125	SOLVER				.15
126	IMPLEMENTATION				.15
127	OUTCOME EVALUATION				.18
128	OF OUTCOME				.16
134	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI IPR		42 SAI TOT. SCORE	
	INTERPERSONAL RELATIONS	10	14	10	14
135	STANCE			.16	
136	ENGAGEMENT			.15	
137	INITIATION			.16	
138	AID/ADVICE			.16	
139	SOLVER			.16	
140	IMPLEMENTATION			.14	
141	OUTCOME EVALUATION				
142	OF OUTCOME				
148	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME	.16			
232	INSTRUMENTALITY				

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION		42 SAI TOT. SCORE	
	AGGRESSION	10	14	10	14
149	STANCE		.19		
150	ENGAGEMENT				
151	INITIATION				
152	AID/ADVICE				
153	SOLVER				
154	IMPLEMENTATION				
155	OUTCOME EVALUATION				
156	OF OUTCOME	.14		.17	
162	INSTRUMENTALITY				
	TOTALS				
219	STANCE		.16		
220	ENGAGEMENT				
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME	.15			
232	INSTRUMENTALITY				

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY	13	14	19	14
	STORY &				
163	STANCE				
164	ENGAGEMENT				
165	INITIATION	.20		.21	
166	AID/ADVICE				
167	SOLVER				
168	IMPLEMENTATION				
169	OUTCOME EVALUATION				
170	OF OUTCOME				
176	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI A THORITY		42 SAI TOT. SCORE	
		12	14	10	14
	AUTHORITY				
177	STANCE				
178	ENGAGEMENT				
179	INITIATION				
180	AID/ADVICE				
181	SOLVER				
182	IMPLEMENTATION				
183	OUTCOME EVALUATION				
184	OF OUTCOME				
190	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION OF				
226	OUTCOME				
232	INSTRUMENTALITY				

FIGURE 3
YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	ANXIETY STORY 6				
191	STANCE				
192	ENGAGEMENT				
193	INITIATION				
194	AID/ADVICE				
195	SOLVER				
196	IMPLEMENTATION				
197	OUTCOME EVALUATION				
198	OF OUTCOME				
204	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION				
222	AID/ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

HYPOTHESIS 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH. 10	37 SAI TASK ACH. 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	NONACADEMIC TASK ACHIEVE.				
205	STANCE				
206	ENGAGEMENT				
207	INITIATION				
208	AID/ADVICE				
209	SOLVER				
210	IMPLEMENTATION				
211	OUTCOME EVALUATION				
212	OF OUTCOME				
218	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION				
222	AID ADVICE				
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION				
226	OF OUTCOME				
232	INSTRUMENTALITY				

FIGURE 3

YUGOSLAVIA: TABLES OF SAI ITEM/SCALE CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		69 COP. EFF. TASK ACH.		112 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT										.15	.12	.15
38	AUTHORITY			.15	.31		.17				.16	.17	.27
39	AGGRESSION		.27	.15	.20	.16		.20	.18	.22	.14	.26	.29
	INTERPERSONAL												
40	RELATIONS			.18	.14		.14	.18	.15	.20		.24	.22
41	ANXIETY		.19	.17	.23								.18
	TOTAL												
42	SAI SCORE		.24	.22	.28		.15	.19	.15	.16	.18	.26	.33

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT		.14								-.11						
38	AUTHORITY		.15														
39	AGGRESSION									.23			.17				
	INTERPERSONAL																
40	RELATIONS									.15							
41	ANXIETY										-.15		.15	.20			
	TOTAL																
42	SAI SCORE									.21			.18				

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		291 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT								.14								.20
38	AUTHORITY							-.14									
39	AGGRESSION																
	INTERPERSONAL																
40	RELATIONS																
41	ANXIETY		.15						.15								.18
	TOTAL																
42	SAI SCORE								.14								.15

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT		-.22														
38	AUTHORITY																
39	AGGRESSION			-.15													
	INTERPERSONAL																
40	RELATIONS																
41	ANXIETY																
	TOTAL																
42	SAI SCORE		-.18	-.10													

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS. AFF. TASK ACH.		81 POS. AFF. IPR		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		107 POS. AFF. AGGRESSION		116 POS. AFF. TOTAL	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			-.20									
38	AUTHORITY												
39	AGGRESSION												
40	INTERPERSONAL RELATIONS			-.15									
41	ANXIETY								-.24				-.18
42	TOTAL SAI SCORE			-.14									

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
69	TASK ACHIEVE. HOSTILE		-.22		-.23		-.25		-.14				-.27
70	TASK ACHIEVE. DEPRESSIVE									.12			
78	IPR HOSTILE				-.14		-.15		-.15	.10			-.17
79	IPR DEPRESSIVE												
87	AUTHORITY HOSTILE	-.18			-.21		-.21		-.16			-.16	-.24
88	AUTHORITY DEPRESSIVE												
96	ANXIETY HOSTILE	-.18				-.15		-.15	-.15			-.20	
97	ANXIETY DEPRESSIVE												
104	AGGRESSION HOSTILE	-.19		-.22		-.11	-.14	-.18				-.20	
105	AGGRESSION DEPRESSIVE				-.14			-.16					
113	TOTAL HOSTILE	-.20		-.18	-.21	-.16	-.26	-.22	-.26			-.23	-.29
114	TOTAL DEPRESSIVE												

FIGURE 3

VIRGINIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																		
108	ATTITUDE										.21							-.14	
	TOTAL																		
109	STANCE														.14				
	TOTAL																		
110	ENGAGEMENT											.20					.14		
	TOTAL																		
111	AID/ADVICE											.19	.14				.17		.16
	TOTAL																		
112	COPING EFF.								-.16				.18		.15				
	TOTAL																		
219	STANCE										.14								
	TOTAL																		
220	ENGAGEMENT						-.17				.15								
	TOTAL																		
221	INITIATION						-.14												
	TOTAL																		
222	AID/ADVICE						-.15		-.14										
	TOTAL																		
223	SOLVER						-.15												
	TOTAL																		
224	IMPLEMENTATION								-.16										
	TOTAL																		
225	OUTCOME	.16																	
	TOTAL EVAL.																		
226	OF OUTCOME							-.20											
	TOTAL																		
227	COPING EFF.																		
	TOTAL																		
232	INSTRUMENTALITY																		

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI Good Coping Measures

	SAI	14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	TASK	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	ACHIEVEMENT	.27						-.31				.20							
38	AUTHORITY	.17						-.25							.14				
39	AGGRESSION								-.23		.14								
40	INTERPERSONAL RELATIONS	.20						-.26	-.18			.16	.14	.17					.14
41	ANXIETY																		
	TOTAL																		
42	SAI SCORE	.23						-.33	-.15			.18		.19					

FIGURE 3

YUGOSLAVIA TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

		14 OCC. VAL. ALTRUISM	15 OCC. VAL. ESTHETICS	16 OCC. VAL. INDEP.	17 OCC. VAL. MANAGEMENT	19 OCC. VAL. SELF-SATIS	20 OCC. VAL. INTEL. STIM	21 OCC. VAL. CREATIVITY	22 OCC. VAL. VARIETY	29 OCC. VAL. INTRINSIC
	V61	14	14	14	14	14	14	14	14	14
43	LOCUS OF CONTROL									
44	ACADEMIC LOCUS OF CONT.	.16								
45	ACTION - INACTION					.15				
46	IMMEDIATE - DELAYED		-.14							
47	RATE OF ACTION									
48	INTRINSIC - EXTRINSIC	.24			-.14		.17			.15
49	TASK ACH. - IPR						.17	.27		.14
50	COMPETITION - CO-OPERATION							.14		
51	INDEPENDENT - INTERDEPENDENT			.20						
52	EARNED STATUS - BESTOWED STATUS									
53	CONFRONT - AVOID									
54	SELF-INITI. - OTHER INITI.				.19					
55	SELF SOLVER - OTHER SOLVER									
56	SELF-JOINT IMPLEMENTATION									
58	INSTRUMENT - FANTASY			-.16		.21	.20			
59	CONT./EXPRESS-IVITY & ACCEPT.			.15						
60	ACT./PASS. UNDER STRESS						-.14	.14		
61	POS./NEG. SELF-CONTROL		-.25							
62	VIEW OF LIFE	.16								
63	TOTAL SCORE		-.13					.18		

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		22 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
229	TOTAL STORY POS. AFFECT				.14				.18										.11
116	TOTAL SENT. POS. AFFECT																		

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		22 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
	SENTENCE	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
113	TOTAL HOSTILE								.20	-.16		-.14	-.22						-.14
114	TOTAL DEPRESSIVE														-.14				
240	TOTAL STORY NEGATIVE AFF.																		

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measure x Sentence and Story Total Copin measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE	-.14							-.20								
	TOTAL																
220	ENGAGEMENT								-.16								
	TOTAL																
221	INITIATION							-.14	-.15								
	TOTAL																
222	AID/ADVICE																
	TOTAL																
223	SOLVER																
	TOTAL								-.19								
224	IMPLEMENTATION																
	TOTAL				.14				-.15								
225	OUTCOME																
	TOTAL LVAL.							-.17	-.15								
226	OF OUTCOME																
	TOTAL							-.15	-.21								
227	COPING EFF.																
	TOTAL												.14				
232	INSTRUMENTALITY			.16													
	SENT. TOTAL															.14	
108	ATTITUDE														-.10		
	TOTAL																
109	STANCE						-.14										
	TOTAL																-.16
110	ENGAGEMENT						-.14		-.14								
	TOTAL														-.18		
111	AID/ADVICE								-.22								
	TOTAL																
112	COPING EFF.																

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good coping measure.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	SAI GOOD COP. MEASURES	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVE.							-.20				.13					
38	AUTHORITY		.21					-.21			-.17						
39	ACCEPTANCE		.18					-.17						-.14			
40	INTERPERSONAL RELATIONS							-.22	-.15						-.14		-.14
41	ANXIETY																
	TOTAL																
42	SAI		.20					-.22									

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures

	V61	18 OCC. VAL. SUCCESS 14	22 OCC. VAL. SECURITY 14	23 OCC. VAL. PRESTIGE 14	24 OCC. VAL. ECON. RET. 14	25 OCC. VAL. SURROUND. 14	26 OCC. VAL. ASSOCIATES 14	28 OCC. VAL. FOL. FATHER 14	30 OCC. VAL. EXTRINSIC 14
43	LOCUS OF CONTROL ACADEMIC								
44	LOCUS OF CONT. ACTION -	.16							
45	INACTION IMMEDIATE -				-.16				
46	DELAYED RATE OF								
47	ACTION INTRINSIC --				.18				
48	EXTRINSIC TASK ACH. -				-.17			-.20	-.15
49	IPR COMPETITION -					-.19	-.16		-.14
50	CO-OPERATION INDEPENDENT -						-.14		
51	INTERDEPENDENT EARNED STATUS -		-.16						
52	BESTOWED STATUS CONFRONT -			-.14					
53	AVOID SELF-INITI.			-.11					
54	OTHER INITI. SELF SOLVER -				.16				
55	OTHER SOLVER SELF-JOINT			.14					
56	IMPLEMENTATION INSTRUMENT -					-.16	-.18		
58	FANTASY CONT./ESPRESS-		.14						
59	IVITY & ACCEPT. ACT./PASS.		.17	-.14	-.16				
60	UNDER STRESS POS./NEG.								
61	SELF-CONCEPT VIEW OF			.15					
62	LIFE TOTAL								
63	SCORE								

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. RET. 10 14	25 OCC. VAL. SURROUND. 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOL. FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
	STORY TOTAL								
229	POS. AFFECT SENTENCE TOTAL							-.17	
116	POS. AFFECT						.14		

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. RET. 10 14	25 OCC. VAL. SURROUND. 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOL. FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
	TOTAL								
113	HOSTILE TOTAL				.16 .35			.20	.14
114	DEPRESSIVE TOTAL STORY								
230	NEGATIVE AFFECT								

FIGURE 3

VELOCIAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATIVE		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEM.-E		225 TOTAL OUTLOOK		226 TOTAL EVAL. OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT	
	OCC. INT.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION																				
32*	OCCUPATIONAL EXPECTATION																				
36*	EDUCATIONAL ASPIRATION																		-.18		

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

		108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP.EFF.	
	OCC. INT.	10	14	10	14	10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION	.16	.17			.16					
32*	OCCUPATIONAL EXPECTATION	.21									-.21
36*	EDUCATIONAL ASPIRATION	.16									

*Remember that these Variables are reversed. Thus any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	OCC. INT.	10	14	10	14	10	14	10	.4	10	14	10	14
31*	OCCUPATIONAL ASPIRATION												
32*	OCCUPATIONAL EXPECTATION		.17			-.15							
36*	EDUCATIONAL ASPIRATION												

*Remember that these Variables are reverse Thus, any correlations involving these Variables, if positive, are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - SAMPLE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

	V61	31* OCC. ASP. 14	32* OCC. EXP. 14	36* ED. ASP. 14
43	LOCUS OF CONTROL			
44	ACADEMIC LOCUS OF CONT.			
45	ACTION - INACTION	.14		.17
46	IMMEDIATE - DELAYED			
47	RATE OF ACTION		.17	
48	INTRINSIC - EXTRINSIC			
49	TASK ACH. - IPR			
50	COMPETITION - CO-OPERATION			
51	INDEPENDENT - INTERDEPENDENT	-.39	-.34	-.25
52	EARNED STATUS - BORROWED STATUS		-.15	
53	CONFRONT - AVOID			
54	SELF-INITI. - OTHER INITI.			
55	SELF SOLVER - OTHER SOLVER	-.14		-.16
56	SELF-JOINT IMPLEMENTATION			
58	INSTRUMENT - FANTASY			
59	CONT./EXPRESSIVITY & ACCEPT			
60	ACT./PASS. UNDER STRESS			
61	POS./NEG. SELF-CONCEPT			
62	VIEW OF LIFE			
63	TOTAL SCORE		-.16	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive, are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		239 STORY TOT. POS.AFF. 10	239 STORY TOT. POS.AFF. 14	116 SENT. TOT. POS.AFF. 10	116 SENT. TOT. POS.AFF. 14
31*	OCCUPATIONAL ASPIRATION		.14		
32*	OCCUPATIONAL EXPECTATION				
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOS.ILL. 10	113 TOTAL HOS.ILL. 14	114 TOTAL DEPRESSIVE 10	114 TOTAL DEPRESSIVE 14	230 TOTAL STORY N.A. 10	230 TOTAL STORY N.A. 14
31*	OCCUPATIONAL ASPIRATION						
32*	OCCUPATIONAL EXPECTATION		.14		.19		
36*	EDUCATIONAL ASPIRATION				.16		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive, are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS
VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-SATIS		20 OCC.VAL. INTEL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 OCC.VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH ACHIEVEMENT	.19						-.20			-.16	.15							
3	READING ACHIEVEMENT	.14				.16		-.25						.12	.20				
4	G.P.A. BRS	.20													.20				
5	TASK ACHIEVE. BRS							-.25			-.16		.17		.20				
6	AUTHORITY BRS							-.22		.14	-.17				.20				
7	IPR BRS							-.23			-.16				.13				
8	IMPLEMENTATION BRS							-.21			-.19	.15	.15		.25				
9	SELF-ASSERTION BRS										-.16	-.19		-.14					
10	INITIATION BRS							-.20			-.21		.14		.25				
11	SOLVER BRS							-.24			-.21								
12	AGGRESSION BRS							-.19							.20				
13	ANXIETY										-.29								

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS
VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. R.		25 OCC.VAL. ESTEEM/D.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. REL.FATHER		30 OCC.VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT							-.26									
3	READING ACHIEVEMENT	.19	-.16					-.18									
4	G.P.A. BRS	.18						-.20									
5	TASK ACHIEVE. BRS							-.21	-.15								
6	AUTHORITY BRS							-.19									
7	IPR BRS	.17						-.21				.15					
8	IMPLEMENTATION BRS			-.14				-.17				.15					
9	SELF-ASSERTION BRS				-.17		.16		.14								
10	INITIATION BRS							-.22				.14					
11	SOLVER BRS							-.17									
12	AGGRESSION BRS							-.20									
13	ANXIETY									.14							

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration, and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS
VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC.VAL. OCC.ASP.		32* OCC.VAL. OCC.EXP.		36* OCC.VAL. ED. ASP.	
		10	14	10	14	10	14
	ACHIEVEMENT						
2	MATH ACHIEVEMENT		-.23		-.25	-.32	-.24
3	READING ACHIEVEMENT		-.40	-.22	-.43	-.26	-.49
4	G.P.A. BRS	-.18	-.36	-.17	-.41	-.30	-.46
5	TASK ACHIEVE. BRS		-.31		-.35	-.24	-.35
6	AUTHORITY BRS		-.33		-.39	-.26	-.39
7	IPR BRS		-.28		-.30	-.16	-.32
8	IMPLEMENTATION BRS		-.36		-.42	-.23	-.39
9	SELF-ASSERTION BRS			-.15			
10	INITIATION BRS		-.38		-.43	-.22	-.43
11	SOLVER BRS		-.33		-.36	-.26	-.44
12	AGGRESSION BRS		-.26		-.31	-.16	-.21
13	ANXIETY						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation and vice versa.

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 69: There will be negative relationships between the occupational interest discrepancy score and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS

VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. IP./ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	14
	ACHIEVEMENT				
2	MATH			-.20	
	ACHIEVEMENT				
3	READING				
	ACHIEVEMENT				
4	G.P.A.				
	BRS				
5	TASK ACHIEVE.			-.14	
	BRS				
6	AUTHORITY			-.18	
	BRS				
7	IPR			-.15	
	BRS				
8	IMPLEMENTATION				
	BRS				
9	SELF-ASSERTION				
	BRS				
10	INITIATION			-.14	
	BRS				
11	SOLVER				
	BRS				
12	AGGRESSION			-.17	
	BRS				
13	ANXIETY		.14		

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement BRS

VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH	.21		.18				.21		.15		.24	
	ACHIEVEMENT												
3	READING	.30		.24				.20		.18		.27	
	ACHIEVEMENT												
4	G.P.A.	.27		.24				.24		.13		.28	
	BRS												
5	TASK ACHIEVE.	.16						.22				.19	
	BRS												
6	AUTHORITY	.17						.23				.18	
	BRS												
7	IPR	.14	-.14					.20				.16	
	BRS												
8	IMPLEMENTATION	.16		.14				.25			.14	.22	
	BRS												
9	SELF-ASSERTION	-.15						-.15				-.15	
	BRS												
10	INITIATION	.17						.23				.20	
	BRS												
11	SOLVER							.16				.15	
	BRS												
12	AGGRESSION	.18		.17				.23				.23	
	BRS												
13	ANXIETY												

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS
VARIABLES: Views of Life - Achievement BRS

	V#1	2 ACHIEVE. MATH 14	3 ACHIEVE. READING 14	4 ACHIEVE. G.P.A. 14	5 BRS TASK ACH 14	6 BRS AUTH. 14	7 BRS IPR 14	8 BRS IMPLE. 14	9 BRS SELF-AST. 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS AGGRES. 14	13 BRS ANXIETY 14
43	LOCUS OF CONTROL ACADEMIC				.15			.18		.16	.23		.18
44	LOCUS OF CONT. ACTION -												
45	INACTION IMMEDIATE -										-.18		-.14
46	DELAYED RATE OF	.21	.20							.15			
47	ACTION INTRINSIC -												
48	EXTRINSIC TASK ACH. -												
49	IPR COMPETITION -												-.14
50	CO-OPERATION INDEPENDENT -												
51	INTERDEPENDENT EARNED STATUS -	.24	.21	.27		.15	.22	.18			.28	.20	
52	BESTOWED STATUS CONFRONT -		.16	.16		.15				.14	.16		
53	AVOID SELF-INITI. -												
54	OTHER INITI. SELF SOLVER												
55	OTHER SOLVER SELF - JOINT					.10	.15			.14			
56	IMPLEMENTATION INSTRUMENT -						-.15						
58	FANTASY CONT./EXPRES-												
59	SIVITY & ACCEPT. ACT./PASS.									.15			
60	UNDER STRESS POS./NEG.									.14			
61	SELF-CONCEPT VIEW OF	.17											
62	LIFE TOTAL												
63	SCORE	.21	.27	.14	.18	.15		.20		.21	.16		

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion - Achievement BRS
VARIABLES: Stance x Criterion measures.

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14	109 STANCE TOTAL 10	109 STANCE TOTAL 14
	ACHIEVEMENT												.21
2	MATH ACHIEVEMENT			.20	.27							.21	
3	READING ACHIEVEMENT			.24	.17								
4	G.P.A. BRS			.28	.26							.19	
5	TASK ACHIEVE. BRS				.15								
6	AUTHORITY BRS				.14								
7	IPR BRS												
8	IMPLEMENTATION BRS												
9	SELF-ASSERTION PRS												
10	INITIATION BRS												
11	SOLVER BRS												
12	AGGRESSION BRS												
13	ANXIETY												

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS
VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												.16
2	MATH ACHIEVEMENT			.16									
3	READING ACHIEVEMENT			.16				.15					
4	G.P.A. BRS			.19				.16					
5	TASK ACHIEVE. BRS							.17					
6	AUTHORITY BRS							.14					
7	IPR BRS							.14					
8	IMPLEMENTATION BRS							.17					
9	SELF-ASSERTION BRS												
10	INITIATION BRS							.15					
11	SOLVER BRS							.16					
12	AGGRESSION BRS												
13	ANXIETY												

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS
VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT		.14	.15	.16							.15	.18
3	READING ACHIEVEMENT			.19		.14		.15				.19	
4	G.P.A. BRS			.21				.16				.16	
5	TASK ACHIEVE. BRS							.12				.14	
6	AUTHORITY BRS							.14					
7	IPR BRS							.14					
8	IMPLEMENTATION BRS							.17				.14	
9	SELF-ASSERTION BRS												
10	INITIATION BRS							.15					
11	SOLVER BRS							.16					
12	AGGRESSION BRS												
13	ANXIETY												

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP.EFF. AGGRESSION		86 COP.EFF. AUTHORITY		95 COP.EFF. ANXIETY		77 COP.EFF. IPR		68 COP.EFF. TASK ACH.		112 COP.EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH		.16	.17	.19						.14	.19	.23
	ACHIEVEMENT												
3	READING			.16		.23		.22			.22	.25	
	ACHIEVEMENT												
4	G.P.A.	.15		.21	.21			.18			.25	.23	.19
	BRS												
5	TASK ACH.							.18			.17	.17	.16
	BRS												
6	AUTHORITY	.14			.16			.19			.14	.17	.17
	BRS												
7	IPR							.19				.15	
	BRS												
8	IMPLEMENTATION							.20			.14	.19	.14
	BRS												
9	SELF-ASSERTION		- 10								-.18		
	BRS												
10	INITIATION							.20				.17	
	BRS												
11	SOLVER							.18				.14	
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY										-.17		

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE		91 ATTITUDE		73 ATTITUDE		64 ATTITUDE		108 ATTITUDE	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH										
	ACHIEVEMENT										
3	READING										
	ACHIEVEMENT										
4	G.P.A						-.15				
	BRS										
5	TASK ACH.						-.18				
	BRS										
6	AUTHORITY						-.15				
	BRS										
7	IPR		-.14								-.17
	BRS										
8	IMPLEMENTATION						-.17				
	BRS										
9	SELF-ASSERTION										
	BRS										
10	INITIATION						-.17			.14	
	BRS										
11	SOLVER						-.17		-.16		-.20
	BRS										
12	AGGRESSION						-.17				-.15
	BRS										
13	ANXIETY		-.15								

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement BRS
VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH					-.14	-.19				.11		
	ACHIEVEMENT												
3	READING							-.14					
	ACHIEVEMENT												
4	G.P.A.												
	BRS												
5	TASK ACH.												
	BRS												
6	AUTHORITY									.14	.17		
	BRS												
7	IPR									.19		.19	
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION									[illegible]		.15	
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY												

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement
VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						
	DEPRESSIVE						
105	AGGRESSION						
	HOSTILE						
87	AUTHORITY					-.14	
	DEPRESSIVE						
88	AUTHORITY						-.15
	HOSTILE						
96	ANXIETY						
	DEPRESSIVE						
97	ANXIETY		-.18	-.17			-.16
	HOSTILE						
78	IPR						
	DEPRESSIVE						
79	IPR			-.15			
	HOSTILE						
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE					-.16	
	TOTAL						
114	DEPRESSIVE		-.18				-.20

FIGURE 5

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH. 10	5 BRS TASK ACH. 14	6 BRS AUTHORITY 10	6 BRS AUTHORITY 14	7 BRS IPR 10	7 BRS IPR 14	8 BRS IMPLEMENT. 10	8 BRS IMPLEMENT. 14	9 BRS SELF-ASST. 10	9 BRS SELF-ASST. 14	10 BRS INITIATION 10	10 BRS INITIATION 14	11 BRS SOLVER 10	11 BRS SOLVER 14	12 BRS AGGRESSION 10	12 BRS AGGRESSION 14	13 BRS ANXIETY 10	13 BRS ANXIETY 14
	HOSTILE														.14				
104	AGGRESSION			-.14															
	DEPRESSIVE																		
105	AGGRESSION														.16				
	HOSTILE																		
87	AUTHORITY																		
	DEPRESSIVE																		
88	AUTHORITY																		
	HOSTILE									.14									
96	ANXIETY												-.14						
	DEPRESSIVE																		
97	ANXIETY											-.14							
	HOSTILE																		
78	IPR			-.15		-.14													
	DEPRESSIVE																		
79	IPR																		
	HOSTILE														.16				
69	TASK ACH.																		
	DEPRESSIVE																		
70	TASK ACH.						-												
	TOTAL																		
113	HOSTILE	-.15		-.19			.10					-.18		-.12	.19				
	TOTAL																		
114	DEPRESSIVE		-.15		-.15				-.14				-.14				-.14		

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION 10	149 Story 3 AGGRESSION 14	177 Story 5 AUTHORITY 10	177 Story 5 AUTHORITY 14	163 Story 4 ANXIETY 10	163 Story 4 ANXIETY 14	191 Story 6 ANXIETY 10	191 Story 6 ANXIETY 14	135 Story 2 IPR 10	135 Story 2 IPR 14	121 Story 1 A - TA 10	121 Story 1 A - TA 14	205 Story 7 NA - TA 10	205 Story 7 NA - TA 14	219 STANCE TOTAL 10	219 STANCE TOTAL 14
	ACHIEVEMENT										-.14						
2	MATH							.14									
	ACHIEVEMENT																
3	READING					.15		.23									
	ACHIEVEMENT																
4	G.P.A.																
	BRS								-.14								
5	TASK ACH.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS													.14			
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS						-.18										
12	AGGRESSION																
	BRS																
13	ANXIETY		-.15														

FIGURE 1

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Engagement x Criterion measures

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH							.19									
	ACHIEVEMENT																
3	READING							.15									
	ACHIEVEMENT																
4	G.P.A.					.15	-.14	.14				-.14					
	BRS																
5	TASK ACH.				-.14							-.18					
	BRS																
6	AUTHORITY						-.15										
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION				-.17		-.14					-.16					
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION				-.21		-.16										
	BRS																
11	SOLVER				-.14												
	BRS																
12	AGGRESSION				-.29		-.14					-.14					
	BRS																
13	ANXIETY				-.17				-.12								-.14

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA- TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH							.20								.16	
	ACHIEVEMENT																
3	READING					.11		.18									
	ACHIEVEMENT																
4	G.P.A.							.19								.15	
	BRS																
5	TASK ACH.				-.17		-.17	.15							-.14		
	BRS																
6	AUTHORITY				-.17								.14		-.21		
	BRS																
7	IPR						-.19										
	BRS																
8	IMPLEMENTATION				-.18		-.16	.14									
	BRS																
9	SELF-ASSERTION														-.15		
	BRS																
10	INITIATION				-.22												
	BRS																
11	SOLVER				-.18		-.17	.17									
	BRS																
12	AGGRESSION				-.33		-.16										
	BRS																
13	ANXIETY				-.17			.14									

FIGURE 3

YOUNGSTOWN STATE UNIVERSITY CORRELATIONS - STAGE III

HYPOTHESIS #2: There will be a positive relationship between the criterion measures and the Story Completion Coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Aid/Advice x Criterion measures

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA		222 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH				-.19			.20									
	ACHIEVEMENT																
3	READING					-.18		.15									
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY												.15				
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION													.16			
	BRS																
10	INITIATION				-.14												
	BRS																
11	SOLVER				-.18												
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																-.14

HYPOTHESIS #3: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Solver x Criterion measures

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH				-.19			.20									
	ACHIEVEMENT																
3	READING							.16									
	ACHIEVEMENT																
4	G.P.A.							.15									
	BRS																
5	TASK ACH.						-.14										
	BRS																
6	AUTHORITY												.15		-.19		
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION						-.17										
	BRS														-.14		
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER				-.17												
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH							.20									
	ACHIEVEMENT																
3	READING					-.15		.16									
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.				-.15												
	BRS																
6	AUTHORITY												.15				
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION				-.17												
	BRS																
9	SELF-ASSERTION														.15		
	BRS																
10	INITIATION				-.17												
	BRS																
11	SOLVER						-.14										
	BRS																
12	AGGRESSION				-.32												
	BRS																
13	ANXIETY				-.15												-.13

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Outcome x Criterion measures

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH													.15		.19	
	ACHIEVEMENT																
3	READING				-.11			.15							-.17		
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS								-.14						-.22		
6	AUTHORITY																
	BRS																
7	IPR																
	BRS														-.18		
8	IMPLEMENTATION																
	BRS												-.19		-.15		-.15
9	SELF-ASSERTION																
	BRS																
10	INITIATION														-.18		
	BRS																
11	SOLVER		.19														
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY	-.15															

FIGURE 3

YUGOSLAVIA TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS #6: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Evaluation of Outcome x Criterion

		154 Story 3 AGGRESSION		186 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL. OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT						.14										
3	READING ACHIEVEMENT							.17						.17		.20	
4	G.P.A. SRS																
5	TASK ACH. SRS							.15									
6	AUTHORITY SRS											.16				.16	
7	IPR SRS													.16		.15	
8	IMPLEMENTATION SRS															.16	
9	SELF-ASSERTION SRS	-.16										-.14		-.17			
10	INITIATION SRS							.17								.15	
11	SOLVER SRS							.13								.14	
12	AGGRESSION SRS				-.16					.12							
13	ANXIETY																

HYPOTHESIS #7: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT				-.17			.21								.17	
3	READING ACHIEVEMENT							.19								.14	
4	G.P.A. SRS							.17									
5	TASK ACHIEVE. SRS				-.14			.14									
6	AUTHORITY SRS														-.17		
7	IPR SRS																
8	IMPLEMENTATION SRS				-.15		-.15										
9	SELF-ASSERTION SRS														-.17		
10	INITIATION SRS				-.19					.14							
11	SOLVER SRS				-.18		-.16										-.15
12	AGGRESSION SRS				-.26												
13	ANXIETY																

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion Achievement BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH				-.14	.18		.20								.21	
	ACHIEVEMENT																
3	READING	.21		.15				.18		.18						.25	
	ACHIEVEMENT																
4	G.P.A.	.19						.16								.23	
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY														-.15		
	BRS																
7	IPR		-.16														
	BRS																
8	IMPLEMENTATION													.14			
	BRS																
9	SELF-ASSERTION														-.14		
	BRS																
10	INITIATION																
	BRS																
11	SOLVER									.14						.15	
	BRS																
12	AGGRESSION				-.26												
	BRS																
13	ANXIETY																

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			.17													
	ACHIEVEMENT																
3	READING			.22		.15	-.17									.24	-.18
	ACHIEVEMENT																
4	G.P.A.			.16													
	BRS																
5	TASK ACHIEVE.			.20												.18	
	BRS																
6	AUTHORITY			.22								.15		.16		.21	
	BRS																
7	IPR			.20		.14				.18				.18		.28	
	BRS																
8	IMPLEMENTATION			.20						.15		.17				.23	
	BRS																
9	SELF-ASSERTION												-.15		-.14		-.21
	BRS																
10	INITIATION			.20												.19	
	BRS																
11	SOLVER			.15						.16		.17		.15		.22	
	BRS																
12	AGGRESSION			.13												.16	
	BRS																
13	ANXIETY			.15						.29				.25		.30	-.14

FIGURE 1

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - GRADE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement BRS

VARIABLES: Negative Affect Hero, Criterion measures

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		145 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 NEG. AF. HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			-.17										-.26		-.22	
	ACHIEVEMENT																
3	READING	-.22								.16				-.17			
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY				.14												
	BRS															.16	
7	IPR																
	BRS																
8	IMPLEMENTATION		.14														
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION		.16														
	BRS							.14									
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS						.15										
13	ANXIETY																

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SELF-CONCEPT					.80	.71	.82	.76
117	PARENT/CHILD								
	INTERACTION					.31	.41	.31	.42
118	MOTHER								
	INTERACTION	.80	.71	.31	.41			.53	.32
119	FATHER								
	INTERACTION	.82	.76	.31	.42	.53	.32		
120									

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	AUTHORITY								
82	ATTITUDE	.16	.22			.20			.27
	AUTHORITY								
83	STANCE		.25				.19		.25
	AUTHORITY								
84	ENGAGEMENT	.20	.14			.15		.17	
	AUTHORITY								
85	AID/ADVICE	.18	.17			.15	.15	.17	.15
	AUTHORITY								
86	COPING EFF.	.18	.27		.14	.13	.22		.26
	AUTHORITY								
90	POS. AFFECT								

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	AUTHORITY								
87	HOSTILE AFF.	-.18	-.10	-.17	-.18	-.14	-.16		-.20
	AUTHORITY								
88	DEPRESSIVE AFF.								

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
108	ATTITUDE		.28			.15	.16		.29
	TOTAL								
109	STANCE		.24				.19		.18
	TOTAL								
110	ENGAGEMENT								
	TOTAL								
111	AID/ADVICE								
	TOTAL								
112	COPING EFF.	.15	.19				.16		.18
	TOTAL								
116	POS. AFFECT							.14	

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
113	HOSTILE AFF.	-.18	-.15			-.19	-.15		-.15
	TOTAL								
114	DEPRESSIVE AFF.		-.17				-.14		

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent/Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE								
177	STANCE	-.14						-.17	
178	ENGAGEMENT	-.15							
179	INITIATION	-.18				-.15		-.16	
180	AID/ADVICE	-.21				-.19		-.18	
181	SOLVER	-.22				-.21		-.20	
182	IMPLEMENTATION	-.18				-.15		-.16	
183	OUTCOME	-.18	.14					-.18	.20
	EVALUATION								
184	OF OUTCOME	-.19			.14				.20
	COPING								
185	EFFECTIVENESS	-.24				-.19		-.23	.17
	RESPONSE								
186	LENGTH								
	POSITIVE								
187	AFFECT HERO								
190	INSTRUMENTALITY	-.15							

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE								
	NEGATIVE								
188	AFFECT HERO								

FIGURE 1

SIGNIFICANCE TABLE OF SELECTED CORRELATIONS - SCALE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY FOUR	10	14	10	14	10	14	10	14
	ANXIETY								
163	STANCE	.15				.19		.16	
164	ENGAGEMENT				-.15	.14			-.16
165	INITIATION								
166	AID/ADVICE								
167	SOLVER								
168	IMPLEMENTATION					.14			
169	OUTCOME EVALUATION								
170	OF OUTCOME				.16				.16
	COPING								
171	EFFECTIVENESS								
	RESPONSE								
172	LENGTH			-.14					
	POSITIVE								
173	AFFECT HERO				.17				
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY SIX	10	14	10	14	10	14	10	14
	ANXIETY								
191	STANCE						-.15		
192	ENGAGEMENT								
193	INITIATION								
194	AID/ADVICE								
195	SOLVER								
196	IMPLEMENTATION								
197	OUTCOME EVALUATION								
198	OF OUTCOME								
	COPING								
199	EFFECTIVENESS								
	RESPONSE								
200	LENGTH	.15						.15	
	POSITIVE								
201	AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT		118 PARENT CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FOUR								
174	NEGATIVE AFF.						.17		
	STORY SIX								
202	NEGATIVE AFF.								

FIGURE 3

YUGOSLAVIA TABLES OF [illegible] CORRELATIONS - STAGE III

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTALS								
219	STANCE								
220	ENGAGEMENT								
221	INITIATION	-.14							
222	AID/ADVICE								
223	SOLVER	-.16				-.14		-.17	
224	IMPLEMENTATION								
225	OUTCOME EVALUATION								.17
226	OF OUTCOME COPING				.16				.18
227	EFFECTIVENESS RESPONSE	-.16							
228	LENGTH POSITIVE	.17							
229	AFFECT HERO NEGATIVE								
232	INSTRUMENTALITY						-.14		

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO					.17			

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SAI								
38	AUTHORITY				.15		.21		
	SAI TOTAL								
42	SCORE								

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT.	
		10	14
	OCC. VALUE FOLLOW		
28	FATHER		

FIGURE 3

YUGOSLAVIA TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

	OCCUPATIONAL VALUES INVENTORY	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
14	ALTRUISM								
15	ESTHETICS				-.18				
16	INDEPENDENCE								
17	MANAGEMENT								
19	SELF-SATISFACTION								
20	INTELLECTUAL STIMULATION			-.16					
21	CREATIVITY								
27	VARIETY								
29	TOTAL INTRINSIC				-.14				

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

	OCC. VALUES INV. EXTRINSIC	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
18	SUCCESS			-.15					
22	SECURITY				.15		.15		
23	PRESTIGE							.14	
24	ECONOMIC RETURNS								
25	SURROUNDINGS							-.15	
26	ASSOCIATES								
28	FOLLOW FATHER								
30	TOTAL EXTRINSIC				.14				

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupational and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation-Child Aspiration

	OCC.INT. INV. FATHER'S OCC.	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
35	CHILD'S ASP.		

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life

VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total Scores

		117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 14
	VIEWS OF LIFE				
43	LOCUS OF CONTROL				
44	ACADEMIC LOCUS OF CONT.				
45	ACTION - INACTION				
46	IMMEDIATE - DELAYED				
47	RATE OF ACTION				
48	INTRINSIC - EXTRINSIC				
49	TASK ACH. - IPR				
50	COMPETITION - CO-OPERATION				
51	INDEPENDENT - INTERDEPENDENT				
52	EARNED STATUS BESTOWED STATUS				
53	CONFRONT - AVOID				
54	SELF-INITI. OTHER INITI.				
55	SELF SOLVER OTHER SOLVER				
56	SELF - JOINT IMPLEMENTATION				
58	INSTRUMENT - FANTASY				
59	CONT./EXPRESS-IVITY & ACCEPT. ACT./PASS.				
60	UNDER STRESS POS./NEG.				
61	SELF-CONCEPT	.15			.18
62	VIEW OF LIFE TOTAL				
63	SCORE				

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN	.22	-.15			.19		.15	-.15
2	MATH								
3	READING	.14						.17	
4	GRADE POINT AVERAGE	.16	.16				.14	.17	

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and FRS

VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL POS. NOMINA.								
6	AUTHORITY		.22				.17		.17

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and FRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style Dimension scores from Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL POSITIVE								
8	NOM. IMPLEMENT. TOTAL POSITIVE								
10	NOM. INITIATION TOTAL SOLVER		.17						

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

CHICAGO TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

The Aptitude and Achievement measures collected in Stage III were not the same as those collected in Stage I. Therefore the between stage comparisons will not be complete. However on the intelligence measures the Stage III upper-lower group of ten-year-old boys was lowest just as the Stage I upper-lower group of ten-year-old boys was lowest. Their Grade Point Average was in the middle range in Stage III, whereas they were next to the lowest in Stage I.

Behavior Rating Scales

As was true in Stage I, these boys were not ranked by their classmates as significantly high or significantly low on any BRS scales. The only score of significance in Stage I was on Self-Assertion, where they ranked third highest among all other groups.

Occupational Values Inventory

The Stage III upper-lower ten-year-old boys ranked highest on valuing Creativity and Prestige and second highest on Follow Father, as had the Stage I boys. The Stage III boys also valued Economic Returns highest of all groups. Although the exact order was different, the Stage I group held the same values in low esteem as the Stage III group: Altruism, Self-Satisfaction and Associates lowest of all groups, and Independence second lowest of all groups. The Stage III group was more extreme in their standing on the Intrinsic and Extrinsic scores than the Stage I group. The Stage III group was highest on Extrinsic and lowest on Intrinsic rankings on the Occupational Values.

The intra-group rankings of values for these boys is quite dissimilar from that of their Stage I counterparts. Creativity, Prestige and Intellectual Stimulation were their highest values. Their least favorite values, Management, Esthetics and Independence are more similar to the Stage I boys who also ranked Independence and Esthetics low. The Stage I upper-lower boys valued highest Self-Satisfaction, Security and Altruism.

Occupational Interest Inventory

These working-class ten-year-old boys showed the lowest Aspirations and lowest Expectations of any group in Stage III, and they also, as a group, had the lowest objective status level of Father's Occupation. The Stage I boys for this group were not as extreme on these previous three variables. The Stage III ten-year-old upper-lower boys had the

largest discrepancy between their personal aspiration and their father's occupation, and the Stage I boys in this group had a large discrepancy of this sort also.

Of all the lower-class groups, these boys had the highest Educational Aspiration, although this still ranked them below the median for all groups and significantly lower than the fourth highest group immediately above them. This was in keeping with the Stage I boys' below average Educational Aspirations.

Social Attitudes Inventory

On the Stage III Social Attitudes Inventory, this group of boys scored highest on good coping in Interpersonal Relations, second highest on Task Achievement, Aggression, and on Total Score.

Sentence Completion

In the area of Task Achievement these boys did not differentiate themselves whereas the Stage I group of boys ranked last on the Coping variable in this area.

They ranked eighth on Depressive Affect and first on Positive Affect in the Interpersonal Relations area, although this did not reproduce the Stage I rankings in which they were eighth on Neutral Affect and seventh on Coping.

In the Authority area they ranked second on Attitude, which was not seen in Stage I where they ranked first on Engagement.

In the Anxiety area they did not rank significantly different from other groups in Stage III, whereas in the earlier stage they ranked first on Engagement.

In the Aggression area they did not stand out significantly in contrast to Stage I where they ranked next to lowest on Stance and Engagement with Aggression on the Sentence Completion stems.

The Stage III group of upper-lower ten-year-old boys did not stand out significantly on any Total Score variable, unlike their Stage I counterparts who ranked lowest on the Total Score Coping variable.

On the combined variables which describe perceptions and relationships of self and with parents this group did not stand out, although the Stage I boys in this group were highest of all groups in Interaction with Father.

Story Completion

Whereas in Stage I these boys were highest of all groups on Coping Effectiveness in the Authority and Interpersonal Relations areas they did not excel in Coping Effectiveness in any area in Stage III.

In both stages they were highest on mean score for Stance and showed a mixed affective picture in Stage I, second highest on Affect in relation to the problem but lowest on Sociability, and a more consistent negative affective picture in Stage III, lowest on Positive Affect of Hero and lowest Total Affect of Hero and Others.

Interpretive Comments

The Stage I and Stage III group of upper-lower ten-year-old boys differed considerably in many aspects of the data. However they were consistent in showing low ability and unrealistic expectations and very mixed ways and levels of dealing with situations. The general conclusion for the Stage I boys would seem repeatable: young, immature, unsure of themselves, compensating for this by high personal expectations.

CHICAGO TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

The ten-year-old upper-lower class girls were not so extreme in Stage III as in Stage I on Aptitude and Achievement scores. In Stage III they did not stand out, and although at the lower ends were not significantly different from the high groups whereas the Stage I girls were next to lowest with their same age-class boys in this area.

Behavior Rating Scales

These girls were within the middle range on all BRS items and did not stand out as the Stage I girls did, ranking higher than average on dealing with Authority and lower on Self-Assertion.

Occupational Values

These girls were like the earlier stage girls on Independence on which they were lowest of all groups, and on Follow Father on which they were second lowest. They were highest on Surroundings and second highest on Prestige, whereas the Stage I upper-lower ten-year-old girls were highest on Intellectual Stimilation, Variety, Intrinsic score, and second highest on Esthetics. The Stage I girls were lowest on Success and Extrinsic, which was not replicated in Stage III.

Their three highest values were the same as the Stage I girls of this group: Altruism, Intellectual Stimulation and Self-Satisfaction; and two of their last three choices were the same: Independence and Follow Father. Their higher ranked values were not as similar to the other groups as was the case in Stage I.

Occupational Interest Inventory

This group of girls almost duplicated their age-class boys' rankings, although somewhat less extreme. They are next to lowest on Aspiration and Expectation and Father's Occupation, and next to the highest in discrepancy between their Father's Occupation and their Aspiration. This is the same general pattern as for the Stage I upper-lower ten-year-old girls.

Their Educational Aspirations although high, as were every group's, were next to the lowest of all groups.

Social Attitudes Inventory

These girls represent themselves on the Social Attitudes Inventory as highest on coping with Aggression, and their Total Score, over all stems, was highest of all groups.

Sentence Completion

In Stage I these girls distinguished themselves on only one Total Score, Attitude, on which they were highest of all groups. In Stage III they also ranked highest on Total Score Attitude. The high Attitude score was based on highest Attitude scores on the stems for Interpersonal Relations, Authority, and Anxiety.

In Stage III these girls ranked significantly higher or lower than other groups on a number of Total Scores: Engagement (highest), Coping Effectiveness (highest), Hostile Affect (lowest), Depressive Affect (third highest), and Neutral Affect (highest).

The elements of the highest Coping Effectiveness score are particularly interesting in that this group of girls had the highest Coping Effectiveness score on Task Achievement (nonsignificant), highest in the Interpersonal Relations area (significant) and the Authority area (significant), next to highest on the Aggression stems (nonsignificant) and the lowest of all groups on the Anxiety stems (significant).

As in Stage I, these girls see themselves as highest of all groups in the positiveness of their interactions with their parents, but these Stage III girls also saw their interaction with their mother as highest, best, of all the groups.

Story Completion

The Coping Effectiveness pattern for this group of girls is not the same in Stage I and Stage III. In Stage I they ranked highest on Coping Effectiveness in Academic Task Achievement, whereas in Stage III they ranked highest significantly only in one story also, the Aggression Story, but they ranked highest overall in Coping Effectiveness.

In Stage I these girls ranked second highest on Stance on total summed scores, whereas in Stage III their style pattern is outstanding. They are highest on Outcome and Evaluation of Outcome, and highest on Positive Affect of the Hero while lowest on Negative Affect of the Hero.

Interpretive Comments

In part, the inconsistencies in the descriptions of this group of girls in the two stages is a result of the differences in the data collected. In Stage I the interpretation was dependent, to a degree, on the highly unrealistic self BRS measures which were not collected in Stage III. Therefore, only the later portion of the summary interpretation for this group remains appropriate in both stages: highly sex appropriate behavior giving them high coping ratings, positive attitudes, and a general positive affect component.

CHICAGO TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

Contrary to the generally higher Aptitude and Achievement scores of the Stage I upper-middle class ten-year-old boys, these boys in Stage III were midrange and undistinguished on the Aptitude and Grade Point Average rankings.

Behavior Rating Scales

In both stages under study these boys were rated by their peers as highest or best in Self-Assertion. Aside from this score they were in the midrange of all scales in Stage III, unlike Stage I, with the surprising difference of ranking highest on dealing with Anxiety in Stage III and lowest in dealing with Anxiety in Stage I.

Occupational Values

As in Stage I, these boys were highest relative to the other groups on Follow Father (first) and Creativity (second). They were lowest in valuing Esthetics and they had been low in this in Stage I but they were also low in valuing Altruism (second lowest), unlike Stage I where they were among the lowest groups on Independence, Associates and Variety. They did not stand out on the Extrinsic or Intrinsic scales in this stage although they had been low on the Intrinsic scale in Stage I.

In the intra-group rankings, some of their highest and lowest held values were the same as in Stage I: highest - Intellectual Stimulation (same), Self-Satisfaction (same), and Creativity, and lowest - Independence (same), Management, and Esthetics (same). As in Stage I, the lowest held values for this group of boys were the same as the lowest esteemed values of ten-year-old working-class boys.

Occupational Interest Inventory

The pattern of scores for this group on the Occupational Interest was the same in Stage III as in Stage I. The boys' aspirations were highest of their age group, second only to the same class fourteen-year-old boys, as were their expectations. Their Father's Occupation was, of course, above average. The discrepancy between their Aspiration and their Father's Occupational level was less than average.

The Educational Aspirations of this group of boys was second highest of all groups under the ten-year-old upper-middle class girls and showed, as in Stage I, that almost all of these boys aspired to graduate from university.

Social Attitudes Inventory

This group of boys did not stand out significantly on any SAI variable.

Sentence Completion

Whereas on the Total Scores the ten-year-old upper-middle boys had been lowest on the Engagement variable in Stage I, in Stage III they did not stand out significantly on any variable of importance, showing only a third from the bottom ranking on Depressive Affect with a mean score of .08.

Their other significant scores on the Sentence Completion showed no particular pattern and did not reinforce the various significant scores from Stage I. They include: lowest on Aid/Advice in Task Achievement, second highest on Attitude in Interpersonal Relations, lowest on Attitude in Anxiety, and lowest Depressive and highest Neutral Affect on the Anxiety stems.

The relationship with parents in Stage I was average; in Stage III it was low (eighth rank among the groups). On Self-Concept they ranked highest in both Stage I and Stage III of all groups. They ranked somewhat above average in Interaction with Father in Stage I and held about the same rank in Stage III, although it did not differentiate them significantly in the latter case.

Story Completion

The Story Completion data for this group in Stage I and Stage III are somewhat different. In Stage I they excelled in Affect in conjunction with the problem, and also in the negative direction on Coping Effectiveness in Interpersonal Relations. In Stage III they ranked highest in Coping Effectiveness on the Authority Story, and otherwise distinguished themselves only by having the lowest mean Response Length.

Interpretive Comments

The Stage III ten-year-old upper-middle class boys were quite different from the Stage I boys of this same age and class. They did not excel on the Aptitude and Achievement measures as had the earlier group, nor on the Occupational Value scales. The Occupational Interest data was consistent across stages. They did not show any significant pattern on the Social Attitudes Inventory or on the Sentence Completion and did not replicate their high relationship with parents expressed in Stage I. Although their Coping Effectiveness in Stage III stories was somewhat better than in Stage I, the overall impression gained in Stage I is not borne out in Stage III.

The maturity and potential expressed directly and subtly in the Stage I data is not repeated in Stage III. The boys have high aspirations and expectations. However they do not, from their peers' ratings or analysis of their projective data, prove to be effective copers or particularly outstanding.

These data are somewhat puzzling. It is difficult to say whether the interpretations made in light of the Stage I findings where excessive and that, therefore, the Stage III findings invalidate them. Or is it that the sampling was in some way nonuniform. The Stage III boys are not equivalent to the Stage I boys on Achievement and Aptitude. If the sampling is at fault, then it would be presumed that both because of size and because of the face validity of the Stage I group of ten-year-old upper-middle class boys' data the findings for Stage I better describe boys of this group.

CHICAGO TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The ten-year-old upper-middle class girls had the highest Aptitude scores within their age group, significantly higher than the ten-year-old upper-lower class boys. Their Grade Point Average was in the mid-range. These rankings are different than in Stage I where this group was above average across all the Aptitude and Achievement items.

Behavior Rating Scales

These girls were rated by their peers as significantly higher than the lowest group and highest of all groups on Positive dealing with Authority. This was true, also, in Stage I. In Stage I they were significantly higher on Interpersonal Relations also, but this was not significant in Stage III although the order held. They were not ranked as low on any variable whereas they had been ranked lowest on Nonacademic Task Achievement and Self-Assertion in Stage I. This group of girls ranked significantly high and highest of all groups on Positive Initiation and Positive Aggression.

Occupational Values

This group of girls ranked highest of all groups on the value Esthetics as had the Stage I girls, but did not repeat the Stage I girls' high ranking of Altruism. They ranked Success lowest of all groups and did not repeat any other low rankings from Stage I except the Success ranking. They did not stand out significantly on either the Intrinsic or the Extrinsic scales, whereas the Stage I girls had been next to lowest on the Extrinsic scale.

These girls held the same three values highest as had their Stage I predecessors: Self-Satisfaction, Altruism, and Intellectual Stimulation. Their lowest three values were different with Follow Father the only one the same, and Management and Creativity instead of Independence and Esthetics.

Occupational Interests Inventory

In Stage I this group of ten-year-old upper-middle class girls had Occupational Aspirations lower than the mean, third lowest of all groups, which was repeated in Stage III but not significantly. The occupational level of their fathers was highest of all groups, which in part can account for their having the lowest discrepancy between their Aspirations and their Father's Occupation.

This group of girls stood highest of all groups on Educational Aspirations, which was higher than their third standing in Stage I.

Social Attitudes Inventory

On this instrument these girls ranked first in good coping with Task Achievement and Authority situations.

Sentence Completion

Overall the results from the Sentence Completion in Stage III for this group of girls bear little resemblance to the results for the same group of girls in Stage I. In Stage III, the only significant

total scores are for Stance, lowest of all groups, and for Depressive Affect, second highest. This contradicts the Stage I total scores of second highest on Attitude, highest on Engagement, and lowest on Frequency of Positive Affect.

The scores for individual areas did not reinforce the Stage I findings and were of no significance.

In Stage III, these girls had next to the lowest Parent/Child Interaction score. This was contrary to the Stage I girls' ranking of second highest in their perception of their Parents' Image of them, and second highest on the Interaction with Father variable.

Story Completion

This group of girls were outstanding in Stage I showing highest overall Coping Effectiveness and Style pattern of highest on Engagement, highest on Initiation, highest on Affect Tone Second and highest on Persistence. This is not replicated in Stage III where the only significantly outstanding score is highest on overall Engagement.

Interpretive Comments

In Stage III, although this group of girls showed high Aptitude scores relative to their age group they did not excel on the other Achievement measures as did the Stage I girls, which may be related to other differences found between the group in the two stages. The Stage III ten-year-old upper-middle class girls received overall positive rankings from their peers in the same general manner as the Stage I girls of the same age and class had. They were not as extreme on the Occupational Values Total Extrinsic score but held the same three values highest in both stages: Self-Satisfaction, Altruism and Intellectual Stimulation. Their Occupational Aspirations were of the same order in both states, and this group of girls had the highest Educational Aspirations of all groups. On the Social Attitudes Inventory they were highest on good coping in Task Achievement and Authority situations. To this point in the comparison there is relatively little difference in the Occupational and one Coping instrument between the two stages.

However the Sentence Completion and Story Completion data for the two stages on these girls are very dissimilar. The Stage III group of girls do not appear to be at all as socially desirable in their responses as the Stage I girls had been. And looked at somewhat differently, these girls do not seem to be as good copers, mature, socially adjusted, accepting or well socialized as the Stage I girls appeared.

CHICAGO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

The overall Aptitude and Achievement picture for these boys is quite similar to that for the Stage I boys of the same age and class. They ranked low on the Aptitude measure, significantly lower than the upper-middle fourteen-year-old boys. On the GPA variable these boys were lowest of all groups of their age and significantly lower than the highest group, the fourteen-year-old upper-middle class girls.

Behavior Rating Scales

In both Stage I and Stage III this group of boys had more low rankings from their peers than any other group, although the variables on which they were ranked low were not identical in the two stages.

In Stage III these boys ranked lowest on coping with Authority (as in Stage I where they were second lowest), and coping with Aggression (as in Stage I), and Positive Initiation (not used in Stage I). In Stage I they were also rated low in Academic Task Achievement, Interpersonal Relations, Nonacademic Task Achievement and on the Summary Score.

Occupational Values

Although the Stage I fourteen-year-old upper-lower boys stood out on a number of values: second lowest on Intrinsic score, lowest on Altruism, Self-Satisfaction and second lowest on Intellectual Stimulation, second highest on Extrinsic Score with highest on Security and Economic Returns, second highest on Success, and third highest on Independence and Creativity, the Stage III boys stood out only as second lowest on Self-Satisfaction and Associates.

The comparative order of values between the Stage I and Stage III fourteen-year-old upper-lower boys showed large discrepancy also. In Stage III they ranked highest three values: Altruism, Intellectual Stimulation and Economic Returns, whereas in Stage I they ranked high Security, Self-Satisfaction and Success. The lowest three values for the Stage III fourteen-year-old upper-lower class boys were Surroundings, Follow Father and Esthetics, while the same Stage I boys had Variety, Esthetics and Follow Father.

Occupational Interest Inventory

In Stage III this group of boys had a below average Father's Occupational level, which is given through sampling, and an above average, third greatest, discrepancy between Father's Occupation and Child's Occupational Aspiration. Unlike the Stage I boys who had a higher Occupational Aspiration and a large relative discrepancy between father's job and their aspirations.

As is true for all the working-class groups, their Educational Aspirations were below the median being third lowest of all groups.

Social Attitudes Inventory

Although the Stage I and Stage III Social Attitudes Inventory instruments were in no sense comparable they were overall intended for the same use. Therefore the results may be interesting to compare as in this case where in Stage III these boys have the lowest overall Total Coping score on the SAI and the lowest Coping scores for Task Achievement, Authority, Aggression, and Interpersonal Relations. This is not unlike the Stage I results for this group which showed them lowest on Passive Coping and highest on Active Defensive

The conclusion from Stage I is that this group is less effective, or had less propensity to coping than the other groups but that in the main everyone copes. That does not come out as clearly from the Stage III data but is a result of the instrument itself. For it is common sense that overall people cope more than not or they could not get on, and the society could not exist.

Views of Life

These boys are significantly different from others of their age group on a number of the Views of Life subscales. They are low or lowest on Locus of Control, Independent/Interdependent, Earned Status/ Bestowed Status, while they are highest of all groups on Task Achievement Interpersonal Relations, Competition/Cooperation, Instrument/ Fantasy, Control/ Expressivity and Acceptance, Positive/Negative Self-Concept, and Total Score.

Sentence Completion

In Stage I these boys stood out only on Attitude where they were lowest on Total Scores and on three individual areas. Tney also were lowest on Attitude in Stage III on Total Score, Authority and Interpersonal Relations. However in Stage III on Total Scores they were lowest also on Engagement, Aid/Advice, Coping Effectiveness, Depressive Affect. The Total Scores were particularly supported by the same extreme scores on the Interpersonal Relations and Aggression stems.

Again, the results from Stages I and III are highly inconsistent on the Parent/Child Interaction items. In Stage I this group did not excel on any item. In Stage III they were lowest of all groups on Self-Concept, Mother Interaction and Father Interaction.

Story Completion

The pattern of responses on both Coping Effectiveness and Style variables in the Story Completion for this group of boys is consistent across the two stages although the ratings are not exactly the same. In Stage I they were lowest or low on Coping Effectiveness on stories in the areas of Authority, Interpersonal Relations and Academic Task achievement, and also were lowest on Total Coping Effectiveness. In Stage III they were lowest on Coping Effectiveness on the Aggression and Authority stories and lowest overall in Coping Effectiveness.

In Stage I on the Style variables they were lowest or low significantly on Stance, Engagement, Initiation, Affect Tone and Persistence. In Stage III on Style variables, they were lowest or low on Stance, Engagement, Initiation, Solver, Implementation, Outcome, and Evaluation of Outcome.

Interpretive Comments

The main picture of these boys emanating from Stage I is repeated in Stage III and in a sense made more consistent. The almost negative and defeatist attitude referred to in interpreting their Stage I data is still applicable as is the noncoping and defensiveness seen throughout their projectives. However the major difference between these boys and the previous group is that now they do not aspire to occupations as high or have values as clearly extrinsic.

An important issue must be raised here. These data were collected approximately two to three years apart. The times, the attitudes of the times are said to be changing rapidly. It may be that we have here a change from a personal view of being unable to cope with the world in a manner capable of gaining the established goals, to a personal view that maintains the same overall self-image but that rejects the established, traditional upward mobility of the working class with the values usually related thereto.

CHICAGO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

This group of girls was the lowest on Aptitude mean score in their age group in Stage III as in Stage I. Their GPA score was also consistent with Stage I being lower than average.

Behavior Rating Scales

Although these girls had not distinguished themselves significantly on any BRS scale in Stage I, in Stage III they ranked last on Total Positive Self-Assertion and next to last on Total Anxiety.

Occupational Values

The relative ratings of the values by the Stage III and Stage I fourteen-year-old upper-lower girls were highly similar. In both stages Altruism, Self-Satisfaction, Associates were significantly high. Although not significant in Stage III, they also ranked Surroundings high (second) of all groups in both stages. They were lowest on Follow Father in both stages and second lowest on Prestige in Stage III. They also were lowest on Creativity in Stage III, but second lowest in Stage I. Although these rankings cumulated in third highest Intrinsic scale values in Stage I this group did not rank significantly high or low in Stage III on the Intrinsic and Extrinsic scales.

This group's rankings were almost identical to Stage I with Altruism their highest held value, then Self-Satisfaction, and Associates in fourth place in Stage III, in third place in Stage I, and Intellectual Stimulation in third place in Stage III. The lowest three values for this group were the same in both stages: Prestige, Esthetics and Follow Father.

Occupational Interest Inventory

These girls did not have the relatively low Aspirations and Expectations which characterized the Stage I girls of the same age and class. Their Aspirations and Expectations fell in the midrange and their discrepancy between Aspiration and Father's Occupation was fourth highest, lowest of working-class groups, as in Stage I.

This group repeated its lowest ranking on Educational Aspirations in Stage III with a mean of 1.80 on the scale where 2 means some university.

Social Attitudes Inventory

Although they stood out by having the next fewest Positive Coping responses in the Task Achievement area they stood out on no other scale. They had in Stage I been second highest on Passive Defensive responses.

Views of Life

These girls were significantly different from other groups on a few items: lowest on Locus of Control, lowest on Competition/Cooperation, lowest on Instrument/Fantasy, and third lowest on Total Score.

Sentence Completion

In both stages the Sentence Completion findings, on Total Scores and in individual areas, were negligible for this group. Again, there were no significant Total Score findings; the Stage I results were not repeated and the only Stage III results of significance were lowest Attitude in Task Achievement and second lowest Attitude in Authority.

In Stage I they were consistently low on the Parent/Child Interaction items. In Stage III they were in midrange and not significant on any of these items.

Story Completion

The fourteen-year-old upper-lower class girls had a mixed picture in Stage I, highest in Coping Effectiveness on an Authority story and on an Interpersonal Relations story while next to lowest on an Academic Task Achievement story. In Stage III they did not stand out on any Coping Effectiveness rating.

On Total Style variables, in Stage I, they were second lowest on Persistence, while in Stage III they were second highest on Evaluation of Outcome.

Interpretive Comments

The bland quality that described these girls in Stage I applies equally well in Stage III. In fact they do not stand out significantly as much in Stage III as they did in Stage I. It would seem that these girls are limited in ability and by status and are aware of that. Moreover, they are not as poor copers as the Stage I girls but are not very good copers. The Views of Life points a good summary of their position: low on Locus of Control, Competition, and Activity.

CHICAGO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

This group of boys were above average on Aptitude, validating Stage I findings, but were, contrary to Stage I, not significantly higher than the working-class groups on GPA.

Behavior Rating Scales

Whereas in Stage I this group was high on Self-Assertion and fairly low on dealing with Authority, in Stage III they did not stand out on any scale.

Occupational Values

The extreme scores for this group, highest on Independence and on Success and lowest on Surroundings, were also evident in Stage I but the other extreme scores from Stage I and the lowest Intrinsic rating and highest Extrinsic rating were not duplicated in Stage III.

Their group ranking of values was similar to, but not identical with, the Stage I rankings for this group. Similarly, they held Self-Satisfaction and Success among the top three values but substituted

intellectual Stimulation in Stage III for Security. They held Esthetics and a job like that of Father among the three lowest values,as in Stage I,but substituted Prestige for the third instead of Variety.

Occupational Interests Inventory

In Stage III, this group of boys repeated the high Aspiration and Expectation ratings, high Father's Occupation and small discrepancy between Father's Occupation and Child's Aspiration that were found for the same group of boys in Stage I.

Although almost every boy in this group aspired to finish university, as their mean Aspiration of 1.06 shows, this mean score was lower than in Stage I (1.00), and fourth highest of all groups, fourth of the upper-middle class groups.

Social Attitudes Inventory

Whereas in Stage I this group appeared to be, as all groups did, more copers than noncopers, they seemed to be highely active. In Stage III the Social Attitudes Inventory suggests that they were overall, on the Total Score, less good copers (next to lowest).

Views of Life

This group of boys was second highest, below the other fourteen-year-old female group, on Total Score and was highest on the individual subscales, Locus of Control and Independent/Interdependent.

Sentence Completion

On Total Scores on Sentence Completion, the fourteen-year-old upper-middle boys were highest of all groups on Stance and next to lowest on Depressive Affect. They had not stood out significantly on any Total Score variables in Stage I, except on Attitude where they ranked next to lowest.

In Stage III their scores on individual areas were quite dissimilar to the Stage I results. In Task Achievement they were highest on Attitude while they had not stood out at all in Stage I; in Interpersonal Relations they repeated the low Attitude rank but not the high Negative Affect rank; they repeated the general rankings in the Authority area although they were not all significant: high on Stance, high on Hostile Affect and low on Depressive (Negative) Affect; highest on Coping Effectiveness in the Anxiety area, which was not found in Stage I; no significant results in the Aggression area although they had previously been found to be high on Negative Affect. They were lowest on Neutral Affect in Stage I which was not replicated in Stage III.

Although their Parental Interaction scores in Stage I had been low overall there was no significant difference between them and the other groups in Stage III.

Story Completion

In Stage I the fourteen-year-old upper-middle class boys were lowest on Coping Effectiveness on an Authority story whereas in Stage III they did not excel on any Coping Effectiveness variable. In the Style area, Stage I, this group of boys was lowest on Stance, second lowest on Affect Tone in conjunction with the problem and highest on Sociability, while in Stage III these boys were second lowest on Evaluation of Outcome and second highest on Response Length.

Interpretive Comments

This group of boys, in Stage III, is a less imposing group than in Stage I, and a more consistent one. They seem overall to be only fair copers, not very emotional, less active than one might expect for this group and undistinguished overall from and by their classmates. Again, the Views of Life scores seem to show a capsule comment on the group: not as active as one might think, below their female counterparts, in control and independent.

This group may be showing clearly a change over time between the Stage I and Stage III groups, rather than the possible difference between the samples. What seemed like a lessening in the attractiveness of the traditional American values of hard work and success and security for young Americans may be seen as seeping down to the fourteen-year-old age group in these data. On both the Views of Life and the Occupational Values these boys were highest on Independence. They were different from the Stage I boys in ranking Intellectual Stimulation instead of Security as a highly held value along with Self-Satisfaction and Success, and they ranked Prestige as one of their lowest choices instead of Variety. Interestingly, their academic achievement may be an indication of the consistency between their values and actions, as they are not, very suprisingly, above the working-class groups to a significant degree.

CHICAGO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The upper-middle class fourteen-year-old females repeated the findings in this area from Stage I: high on Aptitude and highest of all groups on GPA.

Behavior Rating Scales

Thereas in Stage I this group was consistently rated highest of all groups across all scales except Self-Assertion, in Stage III they did not stand out on any scale except Total Anxiety on which they were lowest.

Occupational Values

With slight variations, the overall pattern of rankings of Occupational Values for this group was the same in Stage III as in Stage I. They were highest on the Intrinsic scale makeup of Altruism (ranked first), Independence (second), Self-Satisfaction (first), Intellectual Stimulation (first, not significant), Associates (first), and interestingly, Creativity (seventh). They were lowest of all groups on the Extrinsic scale composed of primarily midrange scores and the lowest rank on Prestige and Economic Returns.

Their three highest held values were the same in both stages: Altruism, Self-Satisfaction and Intellectual Stimulation. Their three lowest held values were the same on Follow Father, Prestige, and Esthetics.

Occupational Interests Inventory

As in Stage I, the means for Aspiration and Expectation were in the midrange and the discrepancy between Father's Occupation and Child's Aspiration was small but significant (lowest in Stage I, second lowest in Stage III).

Their Educational Aspiration was third highest of all groups with a mean of 1.06.

Social Attitudes Inventory

All means for this group were in the midrange on the Social Attitudes Inventory (SAI).

Views of Life

This group was high on Locus of Control (second highest), and Earned Status/Bestowed Status (first), and lowest of all groups on Task Achievement Interpersonal Relations, Control/Expressivity and Acceptance, Positive/Negative Self-Concept, and on Total Score.

Sentence Completion

In Task Achievement they did not repeat their Stage I profile,ranking highest on Aid/Advice but not on Coping Effectiveness and Positive Affect. In Interpersonal Relations they repeated their high ranking on Stance but not on Coping Effectiveness, although they reinforced their overall position in the area with highest rankings on Engagement, Aid/Advice but highest rankings also in Depressive Affect and lowest in Neutral and Positive Affect.

Having shown no outstanding position in Stage I in the Authority area, this group was lowest on Stance, Engagement, and Coping Effectiveness in this area in Stage III.

Their low scores on Stance, Engagement and Coping Effectiveness in Stage I Anxiety area were not repeated in Stage III, where their only significant scores were highest on Depressive Affect and lowest on Neutral Affect. Their Aggression scores were not confirmed and they were highest of all groups on Coping Effectiveness in this area in Stage III.

As was the case, in general, in the above areas their Total Scores were not the same in the two stages. They had ranked first on Coping Effectiveness and Frequency of Positive Affect in Stage I while in Stage III they were highest on Aid/Advice and Depressive Affect and lowest on Neutral Affect.

Their unlikely Parent Interaction scores from Stage I, lowest on Parent/Child Interaction and third lowest on Interaction with Father, were not repeated in Stage III where they were second highest on Parent/Child Interaction.

Story Completion

These girls, who might be expected to excel in Coping Effectiveness, do not show this on the Story Completion. In Stage I they were second highest on Coping Effectiveness on an Interpersonal Relations story and they did not stand out at all on Coping Effectiveness in Stage III.

On the summed Style variables in Stage I they were second highest on Persistence; in Stage III they were highest on Initiation, Solver, and Implementation. In the Affect area, total or mean scores, in Stage I they were lowest on Affect in conjunction with the problem, while in Stage III they were highest on Negative Affect of the Hero and Total Affect of Hero and Others.

Interpretive Comments

These girls who in Stage I had been outstanding copers on all instruments were not so in Stage III. They did not show themselves to be outstanding copers but rather to be more neutral or midrange and their agemates saw them this way also. Although they had the same general high Intrinsic value pattern and midrange aspirations, these can be seen as more consistent with the new feminism that may have filtered to fourteen-year-old middle-class girls.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

As stated before, the data in this area are not available in both stages for the Chicago station. Since the intelligence scores were standardized within age there is no justification for differences found by age. In Stage I there were no Age x SES interactions on the intelligence scores and GPA. However in Stage III, on the intelligence scores, an Age x Sex interaction shows ten-year-old females higher than males and fourteen-year-old males higher than females. On GPA there is an Age x SES interaction in Stage III in which ten-year-old lower-class students have higher GPAs than the middle-class students and this is reversed in the expected direction of middle over lower class on GPA in the fourteen-year-old age group.

Socioeconomic Status

On the intelligence test scores the middle class was higher than the lower class in both stages.

Sex

In Stage I, on the intelligence test scores the males were higher than the females but this was not repeated in Stage III. On the GPA the females were higher than males in both stages.

PEER BEHAVIOR RATINGS

Age

Because the ten-year-old children were not only in different classes, but in different schools from the fourteen-year-olds, the reference populations for the behavior ratings of the two age groups were completely different. Consequently, it is not valid or meaningful to compare scores across the two age groups as a whole. However, it is meaningful to compare differences within the two age groups.

Age x SES interactions were numerous in Stage I, while the couple in Stage III do not reinforce,or reverse, the earlier ones. Self-Assertion in Stage I can be related to Self-Assertion in Stage III, but there was no Age x SES interaction in Stage I,and in Stage III the ten-year-old lower-class children were less assertive than the middle-class children while the fourteen-year-old lower-class children were rated as more assertive than the middle-class children by their peers. Relating the Not Upset scale from Stage I to the Anxiety item in Stage III the interaction is reversed. Lower class ten-year-olds were rated

as getting upset more easily than middle-class tens in Stage I with the reverse true for the fourteen-year-olds. However in Stage III the issue in question for the students is who worries most about things whereas in Stage I the item asked who got most upset, so the differences noted may easily be attributable to item differences.

Socioeconomic Status

Although the instruments were different in the two stages some comparisons can be made. In fact, although the Stage I middle class excelled on almost all BRS scales, this did not hold for Stage III in which the middle class was significantly greater than the lower class on only one scale, Total Positive Aggression.

There were three SES x Sex interactions in Stage I but these were not replicated in Stage III. In fact, there were no significant SES x Sex interactions in Stage III.

Sex

Females are seen by their peers as more outstanding in one area in both the Stage I and Stage III data,dealing with Authority, and none of the other areas. Females are higher on Initiation in Stage III but this was not tested in Stage I. Females were highest on everything else in Stage I, except Self-Assertion where males where higher and Upset where there was no difference. In Stage III males were higher on Total Anxiety.

OCCUPATIONAL VALUES

Age

In both Stage I and Stage III the fourteen-year-olds were higher than the ten-year-olds on Independence, Success, and Associates, and the ten-year-olds were higher than the fourteen-year-olds on Creativity, Prestige, and Follow Father.

In Stage III the fourteens were higher than the tens on Altruism, Management, Self-Satisfaction and the Intrinsic score although these were not significant in Stage I. The tens were higher than the fourteens on the Extrinsic score in Stage III but the reverse was true in Stage I.

The actual ranking of values for the ten- and fourteen-year-olds in Stages I and III were fairly similar. The top three values were Altruism, Self-Satisfaction and Intellectual Stimulation with Security fourth or fifth for the two age groups in Stage III, replicating in general Stage I. The least favored values were the same for each age group over the two stages, although the age groups themselves differed.

The ten-year-olds' three least favorite values Esthetics, Independence, and Follow Father were the same as in Stage I, although a fourth low value, Prestige, was fifth highest value for ten-year-olds in Stage III. The fourteen-year-olds' last four values were the same as Stage I: Creativity, Prestige, Esthetics, and Follow Father.

Socioeconomic Status

The pattern of values in Stage I held highly by one socioeconomic group relative to the other socioeconomic groups was duplicated in Stage III. Middle-class children held Independence, Self-Satisfaction, and Follow Father higher than did the working-class children, whereas working-class children valued Surroundings more than did the middle-class children. In Stage III, not duplicated in Stage I, the working-class children excelled the middle-class children on Prestige and Economic Returns. In Stage I the working-class children excelled on Creativity and Variety. Also in Stage III, the middle-class group held Intrinsic values more highly than did the working class and this was reversed for the Extrinsic values.

The most highly held value, Altruism, was the same for both groups and the same as Stage I with Intellectual Stimulation and Self-Satisfaction the following two in both socioeconomic groups. Prestige was held in lower esteem by the middle-class group and Independence by the working-class group, with Management, Esthetics, and Follow Father the other three lowest held values.

Sex

Significant differences between the sexes on ten of the eleven such differences found in Stage I were replicated in Stage III for the fifteen values under study, and the total Intrinsic and Extrinsic differences were also replicated. In both stages males were higher on Success, Creativity, Prestige, Follow Father, and the Extrinsic score, while females were higher on Altruism, Esthetics, Self-Satisfaction, Intellectual Stimulation, Surroundings, Associates, Variety (in Stage I only), and Intrinsic score.

The top three values for both sexes were the same: Intellectual Stimulation, Altruism and Self-Satisfaction. The lowest three were not identical with Independence third lowest for males and Creativity third lowest for females and then Follow Father and Esthetics for both. Although not exactly the same orders, these were the same general pattern as in Stage I.

OCCUPATIONAL INTEREST INVENTORY

Age

There was only one significant Age main effect in Stage I, ten-year-olds higher than fourteen-year-olds on the Father's Occupation/Child's

Aspiration discrepancy. This was not replicated in Stage III, possibly because there was a significant difference on Child's Aspiration, with fourteen-year-olds higher, and also on Father's Occupation with fourteen-year-olds higher.

A significant Age x SES interaction in Stage III shows that the status of Father's Occupation of ten-year-old middle-class children was considerably higher than that of the ten-year-old working-class children and that this difference was greater than the SES difference at the fourteen-year-olds' level. Inasmuch as the fourteen-year-olds overall have higher status Father's Occupation, the interaction shows that the ten-year-old working-class childrens' fathers have much lower status jobs.

Socioeconomic Status

In both stages the middle-class children have higher Expectations and Aspirations, and as it is built into the instrument by the upper limits of the scales, the lower-middle class children have a greater discrepancy between their Aspirations and their Fathers' Occupational level. Saying that this is built into the instrument does not deny the fact that to the degree that the instrument reflects the true status situation in society the lower-class children will really have this discrepancy, i.e., will aspire to higher status than their parents.

SES x Sex interactions on Child's Expectation and the Father's Occupation/Child's Aspiration discrepancy are the same in both stages; males are higher on each with middle-class males/middle-class females difference greater than the sex difference for the working class.

There was no difference for Stage I on Child's Aspiration but in Stage III the middle-class males have higher aspirations than the middle-class females but there is no difference in aspiration between sexes in the working class.

Sex

The main effects showing males Aspiration, Expectation, and Father's Occupation/Child's Aspiration discrepancy greater than females came out in both stages. The discrepancy showing males having a greater difference between their expectations and aspirations,which was found in Stage I,was not found in Stage III.

EDUCATIONAL ASPIRATION

The findings for both Stages on this item showed a narrow range aspiration means across groups, i.e., all groups aspired to an average of at least some college, and the same main effect findings: males' aspirations were higher than females', and the middle-class children had higher aspirations than the working-class children.

A significant interaction effect which was not produced in Stage I appeared in Stage III, and is quite interesting. On Educational Aspirations the working-class males' aspirations were higher than the aspirations for the working-class females, but there was no difference between sexes for the middle class.

SOCIAL ATTITUDES INVENTORY

Because the instruments for Stages I and III were very different it is difficult to compare the data from the two stages. The Stage I data showed no differences on Active Coping and variable patterns on the other styles. That is, ten-year-olds were higher than fourteen-year-olds on Passive Coping, while fourteen-year-olds were higher than ten-year-olds on Active Defensive. The working-class children were higher than the middle-class children on all three less favored styles, Passive Coping, Active Defensive, and Passive Defensive. Females excelled on Passive Coping and Passive Defensive but males excelled on Active Defensive. These style preferences or self-descriptions follow the common sense or role requirements generally accepted in the American culture.

In Stage III all of the scales are in terms "good coping." However the pattern does not seem to hold well for sex, class or age role interpretations and seems rather to open only the social desirability explanation. The-year-olds are higher than fourteen-year-olds on all scales with differences (all but Anxiety where there is no difference). Middle class is higher than working class on Task Achievement but there are no other differences. Females are higher than males on all scales where there are differences, i.e., all except Anxiety.

The interactions also run consistently across all scales on which there are differences. The Age x SES interactions show ten-year-old working-class children higher than ten-year-old middle-class children, with fourteen-year-old middle-class children higher than fourteen-year-old working-class children.

The interactions for Age x Sex for the Aggression, Interpersonal Relations, and Total Score scales show fourteen-year-old females higher than fourteen-year-old males to a greater degree than the difference between the ten-year-old females and males.

VIEWS OF LIFE

Age

The Views of Life instrument was administered only to the fourteen-year-old sample.

Socieconomic Status

The middle class had more active choices on Locus of Control, Earned Status/Bestowed Status and the working class had more active choices on the items called Control/Expressivity and Acceptance and Positive/Negative Self-Concept.

Sex

All significant main effect differences for sex showed males higher than females. These were on the scales: Rate of Action, Task Achievement Interpersonal Relations, Competition/Cooperation, Control/Expressivity and Acceptance, Positive/Negative Self-Concept, and Total Score.

SENTENCE COMPLETION

Task Achievement

Age: The ten-year-olds' more positive Attitude toward Task Achievement and the fourteen-year-olds' more Positive Affect were not repeated in Stage III where fourteen-year-olds were higher in giving Aid/Advice than ten-year-olds on this dimension, which had not previously been tested.

On Attitude, Aid/Advice, and Coping Effectiveness the ten-year-old working-class children had higher scores than the ten-year-old middle-class children, but the fourteen-year-old middle-class children had higher scores than the fourteen-year-old working-class children. There were two pairs of interactions in Stage I not replicated in Stage III. On Frequency of Neutral Affect the ten-year-old females excelled while at age fourteen the males excelled. On Frequency of Positive Affect this trend was reversed: at age ten the males excelled while at age fourteen the females excelled.

Socioeconomic status: In Stage I the middle class had excelled on Stance, Coping Effectiveness, and Positive Affect in the Task Achievement area. There were no significant SES main effect differences for Stage III.

Sex: In Stage I females excelled on Attitude, Coping Effectiveness, and Positive Affect whereas there were no Sex differences in the Task Achievement area in Stage III.

Interpersonal Relations

Age: The fourteen-year-olds had higher scores on Stance in this area in both stages of the study, and the ten-year-olds had higher Attitude scores in both stages. The fourteen-year-olds' high standing on Engagement and Coping Effectiveness was not repeated in Stage III.

The Age x SES, and Age x Sex, interactions which did not occur in Stage I, do occur in a number of instances in Stage III Interpersonal Relations stems, and all fall in what may be considered a socially desirable direction. The Age x SES interactions for Stance, Engagement, Aid/Advice, and Coping Effectiveness all show the ten-year-old working class higher than the ten-year-old middle class, while the fourteen-year-old middle class is higher than the fourteen-year-old working class.

The Age x Sex interactions on Engagement and Aid/Advice show the females for both age groups higher than the males but the fourteen-year-old females are much higher than the fourteen-year-old males, more so than the ten-year-old females are higher than the ten-year-old males.

Socioeconomic Status: In Stage I, middle-class children were higher than working-class children on Stance but this did not occur in Stage III. In Stage III middle-class children showed more, though all showed very little, Depressive Affect.

There were three SES x Sex interactions in Stage III which did not appear in Stage I. On Coping Effectiveness and Neutral Affect the females excelled among the working class, whereas the males excelled among the middle class,On Depressive Affect the females excelled at both class levels, this trend being greater at the middle-class levels.

Sex: There were three Sex main effects identical in Stage I and Stage III where the females excelled the males on Attitude, Engagement, and Coping Effectiveness in dealing with Interpersonal Relations. The females also excelled on Aid/Advice in Stage III.

Authority

Age: On the Authority stems the ten-year-olds in both stages had higher scores on the Attitude and Engagement dimensions than did the fourteen-year-olds. In Stage III the fourteen-year-olds showed more Hostility and less Depressive Affect than the ten-year-olds, and the ten-year-olds showed greater Coping Effectiveness.

A significant Age x SES interaction appeared in both stages. The ten-year-old working-class children had higher scores on Attitude than the ten-year-old middle-class children and this was reversed for the fourteen-year-olds where the middle-class children had higher scores than the working-class children.

An Age x Sex interaction appeared in Stage III which was not found in Stage I. On Attitude ten-year-old males had higher scores while at the fourteen-year-old level the females had higher scores.

Socioeconomic Status: There were no significant SES main effects in either Stage I or Stage III.

There were two pairs of significant interactions in Stage III on Attitude and Aid/Advice where the working-class females excelled over the working-class males in both instances, however, the middle-class males excelled over the middle-class females on Attitude whereas on Aid/Advice there was no difference between class and sex.

Sex: Females had higher scores on Attitude in both stages. The females' excellence in Coping Effectiveness from Stage I was not repeated. In Stage III males showed more Hostility and females more Depressive Affect.

Anxiety

Age: There were no Age differences in Stage I, and in Stage III the ten-year-olds showed more Neutral Affect and the fourteen-year-olds more Positive Affect.

In Stage III, on Attitude toward Anxiety the ten-year-old working-class children had more Positive Attitude than the ten-year-old middle-class children, and the reverse was true for the fourteen-year-olds with the middle class higher. On Stance, the ten-year-old middle-class was higher than their agemates and the fourteen-year-old working-class children were higher than their agemates.

Socioeconomic Status: In Stage III the middle-class children were higher in Coping Effectiveness than the working-class children. For working-class children either the females were higher or the same on Attitude, Stance, Coping Effectiveness and Neutral Affect, whereas at the middle-class level the males were higher in these instances.

Sex: Males were higher than females on Stance and Coping Effectiveness in both stages, and females were higher than males on Frequency of Negative Affect in Stage I and on Depressive Affect in Stage III, but males were higher on Hostile Affect in Stage III. Males were also higher than females on Frequency of Neutral Affect in Stage I, not replicated in Stage III.

Aggression

Age: There were no age differences on the Aggression stems in Stage I but in Stage III the ten-year-olds excelled on Engagement, Aid/Advice, and Neutral Affect, and the fourteen-year-olds were higher on Hostile Affect.

The Age x SES interactions in Stage III, working-class ten-year-olds higher than ten-year-old middle-class children on Aid/Advice and Coping Effectiveness with the middle-class higher at the fourteen-year-old

level, were not evident in Stage I, whereas the Stage I interactions of Age x Sex were not evident in Stage III.

On Hostile Affect and Neutral Affect, in Stage III, there was no difference between working-class and middle-class at the ten-year-old level but the working-class excelled on Hostile Affect and the middle-class excelled on Neutral Affect at the fourteen-year-old level.

Socioeconomic Status: There were no significant SES main effects in Stage I and only one in Stage III. The working class showed more Hostile than the middle class.

Sex: In Stage I females had higher scores on Stance, Engagement, Coping Effectiveness and Neutral Affect on the Aggression stems. In Stage III males had higher scores on Stance, Coping Effectiveness and Hostile Affect, while females had higher scores on Depressive and Neutral Affect.

Total Scores

Age: In Stage I the ten-year-olds were higher on Attitude and lower on Positive Affect for Total Scores. In Stage III these same significant differences existed and also the fourteen-year-olds were higher on Stance and Hostile Affect, and lower on Engagement and Neutral Affect. Important to note is that the fourteen-year-olds are higher on both Hostile and Positive Affect.

In Stage III the Age x SES interactions for Attitude, Coping Effectiveness and Depressive Affect all show the ten-year-old working class as higher or the same as the ten-year-old middle class while the middle class was higher in all cases at the fourteen-year-old level. There was only one Age x Sex interaction in Stage I and it was not replicated in Stage III. The males excelled at age ten and the females excelled at age fourteen. There were no Age x Sex interactions in Stage III.

Socioeconomic Status: In Stage I the middle class was higher on the Stance variable, while in Stage III the middle class was higher on the Depressive Affect variable.

The SES x Sex interactions are entirely inconsistent for the two stages. In Stage III on Attitude, Stance, Coping Effectiveness, Depressive Affect and Neutral Affect the working-class females are higher or the same as the working-class males; while the middle-class males are higher or the same as the middle-class females on all variables except Depressive Affect where the middle-class females excelled, and they excelled even more than the working-class females over the working-class males on the same variable.

Sex: Females were higher than males on Attitude in both stages and on Coping Effectiveness in Stage I and on Engagement and Aid/Advice in Stage III. In Stage I females were higher on Positive Affect while in Stage III they were higher on Depressive Affect and males were higher on Hostile Affect.

Parental Relationship Combined Variables

Age: In Stage I ten-year-olds were higher on the Self-Image, Parent/Child Interaction, Mother Interaction and Father Interaction variables, but in Stage III the ten-year-olds were higher on all these except the Parent/Child Interaction variable.

In Stage III the ten-year-old working class was higher than the middle class on the Parent/Child, Mother and Father Interaction variables while the middle class was higher for the fourteen-year-olds.

Socioeconomic Status: In Stage III the middle-class children had significantly higher Self-Images than the working-class children.

Sex: There were no significant Sex interactions.

STORY COMPLETION

Age

On the Style variables, which it has been pointed out,do not completely coincide from stage to stage, ten-year-olds were higher than fourteen-year-olds on Stance and Engagement total scores or mean scores. However in Stage III ten-year-olds were also higher than fourteen-year-olds on variables not included in Stage I -- Outcome, Evaluation of Outcome, and Instrumentality. On the Affect dimensions, Negative Affect of Hero and Total Affect of Hero and Others, the fourteen-year-olds were higher in Stage III whereas in Stage I on both Affect Tones, First and Second, the ten-year-olds were higher.

In Stage I the ten-year-olds were higher on Initiation and Persistence, and the fourteen-year-olds were higher on the Sociability scale.

The total or mean score Coping Effectiveness for both stages show ten-year-olds higher than fourteen-year-olds and females higher than males. There is also an interaction replicated in Stage III in which females are higher than males for ten-year-olds and even higher than the ten-year-old case for the fourteen-year-olds. An Age x SES interaction was not duplicated in Stage III in which the ten-year-old lower-class students were higher on Coping Effectiveness while the fourteen-year-old middle-class students were higher than the fourteen-year-old lower-class students.

Socioeconomic Status

There are few significant differences by SES in either stage. In Stage III, the middle-class children were higher on Initiation, and mean Response Length for Total scores. In Stage I the middle-class children were higher in Persistence.

On the Coping Effectiveness Total scores there were no SES differences in either stage

Sex

On the Style variables the females were higher than the males on Engagement, Initiation, Implementation in both stages and also on Outcome, Evaluation of Outcome, Positive Affect of Hero and Instrumentatlity in Stage III, and Persistence, Affect Tone Second and Attitude toward Authority in Stage I.

On Coping Effectiveness, females were higher in both stages with an interaction (in both stages) in which the females are higher at both ages but the fourteen-year-old females are even more superior to their male agemates than at the ten-year-old level.

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES CHICAGO	1 RAVEN	2 MATHEMATICS ACHIEVEMENT *	3 READING ACHIEVEMENT *	4 GRADE POINT AVERAGE
10 UL M	8(-) -.57			
F	-.24			.14
UM M	.12			-.26
F	1(+) .63			-.25
14 UL M	6(-) -.37			.12
F	7(-) -.47			8(-) -.50
UM M	3(+) .32			.07
F	2(+) .38			.20
				1(+) .28
AGE	10 > 14			
SES	L < M			
SEX				M < F
AGE-SES				10L > 10M 14L < 14M
AGE-SEX	10M < 10F 14M > 14F			
SES-SEX				

* No standardized test could be obtained on Chicago in Stage III.

VARIABLES CHICAGO	5 BEHAVIOR RATING SCALE Total Positive Aca Task. Ach.	6 Total Positive Authority	7 Total Positive Interper.Rels.	8 Total Positive Implementation	9 Total Positive Self-Assertion	10 Total Positive Initiation	11 Total Positive Solver	12 Total Positive Aggression	13 Total Pos. Anxiety
10 UL M	.92	.84	.95	90	.80	.93	.98	.82	.96
F	1.12	1.26	1.15	1.09	1.04	1.16	1.09	1.18	83
UM M	1.02	.87	1 28	1.24	1(+) 1.52	1.11	1.38	1.28	1(+) 1.66
F	1.65	1(+) 1.65	1.47	1.50	1.10	1(+) 1.60	1.22	1(+) 1 56	.98
14 UL M	.50	8(-) .57	1.35	.47	1.15	8(-) .39	1.11	8(-) .74	2(+) 1.57
F	1.29	1.00	.77	1.19	8(-) .67	1.37	.71	.90	7(-) .45
UM M	1.07	1.03	.88	1.00	.79	.88	.98	.95	1.04
F	.89	.87	.91	.87	.67	.91	.61	.88	8(-) .30
AGE					10 > 14		10 > 14	10 > 14	10 > 14
SES								L < M	
SEX		M < F				M < F			M > F
AGE-SES					10L < 10M 14L > 14M				10L < 10M 14L > 14M
AGE-SEX									10M > 10F 14M > 14F
SES-SEX									

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
CHICAGO	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8(-) 7.23	4.82	7(-) 4.66	5.63	7.27	8(-) 6.95	8.36	1(+) 9.07	7.11
F	9.48	5.65	8(-) 4.44	5.57	5.91	8.46	9.00	6.56	8.30
UM M	7(-) 7.72	8(-) 3.16	5.98	5.98	6.36	8.36	8.54	2(+) 7.82	7.82
F	9.18	1(+) 6.28	6.06	5.00	8(-) 5.84	9.36	8.70	5.64	7.84
14 UL M	8.24	4.86	6.71	6.95	7.88	7(-) 7.35	8.08	6.98	7.67
F	2(+)10.35	3.51	7.01	6.39	7.68	2(+) 9.63	9.14	8(-) 4.81	8.93
UM M	8.19	3.83	1(+) 7.30	6.44	1(+) 8.58	8.69	8.67	6.98	7.63
F	1(+)11.56	5.12	2(+) 7.10	6.28	6.80	1(+)10.12	9.62	7(-) 5.36	7.34
AGE	10 < 14		10 < 14	10 < 14	10 < 14	10 < 14		10 > 14	
SES			L < M			L < M			
SEX	M < F	M < F			M > F	M < F	M < F	M > F	
AGE-SES									
AGE-SEX		10M < 10F 14M > 14F							
SES-SEX		LM > LF MM < MF							LM < LF MM > MF

VARIABLES	23	24	25	26	27	28	29	30
CHICAGO	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	1(+) 8.53	1(+) 8.05	6.60	8(-) 7.20	7.07	2(+) 6.44	8(-) 6.73	1(+) 7.32
F	2(+) 7.78	7.92	1(+) 7.97	8.05	6.95	7(-) 2.96	7.02	6.98
UM M	7.64	6.98	6.40	7.58	6.86	1(+) 7.78	6.81	7.22
F	7.08	7.26	7.00	7.76	7.70	4.30	7.24	6.73
14 UL M	6.85	7.96	6.56	7(-) 7.34	6.60	4.90	7.00	7.01
F	7(-) 4.68	7.86	7.36	2(+) 9.06	7.65	8(-) 1.03	7.30	6.66
UM M	5.64	7.59	8(-) 5.66	7.49	7.01	5.30	7.14	6.84
F	8(-) 3.58	8(-) 5.32	6.66	1(+) 9.20	7.26	3.68	1(+) 7.81	8(-) 6.08
AGE	10 > 14			10<14		10 > 14	10 < 14	10 > 14
SES	L > M	L > M	L > M			L < M	L < M	L > M
SEX	M > F		M < F	M < F		M > F	M < F	M > F
AGE-SES								
AGE-SEX				10M < 10F 14M < 14F				
SES-SEX								

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31 *	32 *	33 *	34	35	36 *	37	38	39	40	41	42
CHICAGO	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.+6	Father Occ./ Child Asp.+6	Child's Edu.Asp.	Task Achieve.	Authority	Aggress.	Interper. Relations	Anxiety	Total Score
10 UL M	8(-) 2.97	8(-) 3.08	8(-) 4.67	6.21	1(+) 7.74	5(-) 1.47	2(+) .98	.92	2(+) .84	1(+) .89	.88	2(+) .90
F	7(-) 2.89	7(-) 2.98	7(-) 4.62	6.12	2(+) 7.72	7(-) 1.66	.97	.93	1(+) .89	.88	.89	1(+) .91
UM M	2(+) 1.55	2(+) 1.65	4(+) 1.98	6.18	5(-) 6.41	2(+) 1.04	.94	.90	.77	.84	.83	.85
F	2.48	2.57	1(+) 1.72	6.16	8(-) 5.21	1(+) 1.02	1(+) .98	1(+) .93	.80	.85	.88	.89
14 UL M	2.44	2.54	5(-) 4.12	6.13	3(+) 7.69	6(-) 1.47	8(-) .81	8(-) .73	8(-) .54	8(-) .63	.80	8(-) .69
F	2.51	2.81	6(-) 4.25	6.26	4(+) 7.64	8(-) 1.80	7(-) .89	.84	.75	.80	.83	.82
UM M	1(+) 1.54	1(+) 1.62	2(+) 1.74	6.05	6(-) 6.17	4(+) 1.06	.91	.83	7(-) .60	.79	.89	7(-) .80
F	2.29	2.60	3(+) 1.78	6.38	7(-) 5.49	3(+) 1.06	.97	.87	.78	.88	.87	.87
AGE	10 < 14		10 < 14				10 > 14	10 > 14	10 > 14	10 > 14		10 > 14
SES	L < M	L < M	L < M		L > M	L < M	L < M					
SEX	M > F	M > F			M > F	M > F	M < F	M < F	M < F	M < F		M < F
AGE-SES			10L < 10M 14L < 14M				10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M
AGE-SEX									10M < 10F 14M < 14F	10M = 10F 14M < 14F		10M < 10F 14M < 14F
SES-SEX	LM = LF MM > MF	LM > LF MM > MF			LM > LF MM > MF	LM > LF MM = MF						

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
CHICAGO	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M										
F										
UM M										
F										
14 UL M	3(-).53	.71	.51	.55	.51	.56	1(+).67	1(+).26	4(-).68	4(-).79
F	4(-).41	.65	.51	.50	.36	.53	.56	4(-).10	.81	.81
UM M	1(+).77	.62	.53	.49	.46	.53	.66	.17	1(+).84	.88
F	2(+).72	.68	.47	.51	.36	.57	4(-).42	.14	.75	1(+).95
AGE										
SES	L < M									L < M
SEX					M > F		M > F	M > F		
AGE-SES										
AGE-SEX										
SES-SEX									LM < LF MM > MF	

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
CHICAGO	VIEWS OF LIFE									
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	.75	.40	.57	.43	1(+).62	1(+) 71	.74	1(+).63	.90	1(+).59
F	.78	.38	.68	.36	4(-).45	.60	.75	.47	90	3(-) 54
UM M	.72	.48	.54	.44	.53	.57	.73	.48	.89	2(+).58
F	.71	.40	.55	.37	.50	4(-).47	.79	4(-).23	.98	4(-).56
AGE										
SES						L>M		L>M		
SEX						M>F		M>F		M>F
AGE-SES										
AGE-SEX										
SES-SEX										

VARIABLES	64	65	66	67	68	69	70	71	72
CHICAGO	SENTENCE COMPLETION								
	TASK ACHIEVEMENT								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.14	4.51	3.45	1.36	4.31	.02	.00	.95	.03
F	2.17	4.73	3.68	1.44	4.39	.00	.02	.97	.01
UM M	2.04	4.47	3.24	8(-) 1.25	4.14	.03	.02	.95	.01
F	2.08	4.49	3.46	1.34	4.21	.01	.01	.97	.01
14 UL M	2.04	4.41	3.44	1.51	4.06	.03	.00	.97	.00
F	8(-) 2.02	4.23	3.26	1.40	4.03	.01	.01	.96	02
UM M	1(+) 2.36	4.47	3.31	1.58	4.22	.00	.01	.95	.03
F	2.24	4.51	3.51	1(+) 1.61	4.38	.01	.01	.95	.03
AGE				10 <14					
SES									
SEX									
AGE-SES	10L > 10M 14L < 14M			10L > 10M 14L < 14M	10L > 10M 14L < 14M				
AGE-SEX									
SES-SEX									

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
CHICAGO	SENTENCE COMPLETION								
	I N T E R P E R S O N A L R E L A T I O N S								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.43	2.82	1.81	.50	3.33	.16	8(-) .05	.77	1(+) .01
F	1(+) 2.64	2.92	2.02	.64	1(+) 3.53	.09	.09	.82	.00
UM M	2(+) 2.52	2.53	1.88	.57	3.36	.13	.06	.82	.00
F	2.50	8(-) 2.42	1.86	.53	3.26	.10	.14	.77	.00
14 UL M	8(-) 2.19	2.73	8(-) 1.67	8(-) .44	8(-) 3.06	1(+) .23	.06	.72	.00
F	2.40	2.92	2.01	.67	3.49	8(-) .08	.08	1(+) .83	.00
UM M	7(-) 2.19	2.95	1.90	.60	3.41	.16	.07	.78	.00
F	2.41	1(+) 3.16	1(+) 2.24	1(+) .81	3.47	.10	1(+) .21	8(-) .70	8(-) .00
AGE	10 > 14	10 < 14							
SES							L < M		
SEX	M < F		M < F	M < F	M < F	M > F	M < F		
AGE-SES		10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M				
AGE-SEX			10M < 10F 14M << 14F	10M < 10F 14M << 14F					
SES-SEX					LM < LF MM > MF		LM < LF MM << MF	LM < LF MM > MF	

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VARIABLES	82	83	84	85	86	87	88	89	90
CHICAGO	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2(+) 2.63	2.87	1.63	.51	3.07	.14	.13	.73	.00
F	1(+) 2.68	2.94	1(+) 1.75	.63	1(+) 3.11	8(-) .06	1(+) .21	.74	.00
UM M	2.58	2.77	1.70	.57	3.02	.18	.11	.72	.01
F	2.47	2.81	2(+) 1.73	.62	3.04	.11	2(+) .19	.70	.00
14 UL M	8(-) 1.85	3.00	7(-) 1.45	.49	2.92	.20	7(-) .06	.74	.01
F	7(-) 2.29	2.97	1.51	.60	2.94	.18	.11	.71	.00
UM M	2.32	1(+) 3.28	1.48	.57	3.03	1(+) .22	8(-) .06	.72	.00
F	2.35	8(-) 2.69	8(-) 1.43	.51	8(-) 2.72	.22	.18	.61	.00
AGE	10 > 14		10 > 14		10 > 14	10 < 14	10 > 14		
SES									
SEX	M < F					M > F	M < F		
AGE-SES	10L > 10M 14L < 14M								
AGE-SEX	10M > 10F 14M < 14F								
SES-SEX	LM < LF MM > MF			LM < LF MM = MF					

FIGURE I
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
CHICAGO	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.51	2.87	1.92	.58	2.90	.09	.17	.68	.05
F	1(+) 1.84	2.84	2.05	.61	8(-) 2.81	.05	.25	.67	.03
UM M	8(-) 1.34	3.41	2.08	.71	3.24	.11	8(-) .15	1(+) .70	.04
F	1.37	3.10	2.19	.72	3.04	8(-) .03	.26	.67	.03
14 UL M	1.50	3.30	1.83	.54	2.93	1(+) .20	.17	.54	.09
F	1.63	3.35	2.15	.73	3.06	.04	.24	.62	.10
UM M	1.71	3.51	1.99	.64	1(+) 3.30	.09	.18	.63	.09
F	1.55	2.89	1.86	.56	2.87	.05	1(+) .35	8(-) .52	.09
AGE								10 > 14	10 < 14
SES					L < M				
SEX		M > F			M > F	M > F	M < F		
AGE-SES	10L > 10M 14L < 14M	10L < 10M 14L > 14M							
AGE-SEX									
SES-SEX	LM < LF MM > MF	LM = LF MM > MF			LM < LF MM > MF			LM < LF MM > MF	

VARIABLES	100	101	102	103	104	105	106	107
CHICAGO	SENTENCE COMPLETION							
	A G G R E S S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.97	1.57	.22	2.53	.38	.03	.59	
F	2.94	1(+) 1.78	1(+) .32	2.91	8(-) .26	.06	1(+) .68	
UM M	3.30	1.51	.22	2.51	.35	.04	.61	
F	2.75	1.51	.22	2.57	.29	.08	.63	
14 UL M	3.37	8(-) 1.18	8(-) .08	8(-) 1.94	1(+) .63	.01	8(-) .36	
F	3.08	1.33	14	2.41	.42	.06	.52	
UM M	2.97	1.27	.16	2.58	.43	.02	.55	
F	2.70	1.45	.27	1(+) 2.93	.32	.06	.62	
AGE		10 > 14	10 > 14		10 < 14		10 > 14	
SES					L > M			
SEX	M > F			M > F	M > F	M < F	M < F	
AGE-SES			10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L = 10M 14L > 14M		10L = 10M 14L < 14M	
AGE-SEX								
SES-SEX								

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
CHICAGO	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	A&d/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.37	3.18	2.07	.65	3.25	.15	.08	.76	.02
F	1(+) 2.48	3.24	1(+) 2.26	.75	1(+) 3.36	8(-) .08	3(+) .13	1(+) .78	.01
UH M	2.33	3.21	2.09	.68	3.29	.14	6(-) .08	.77	.01
F	2.29	8(-) 3.07	2.15	.70	3.26	.10	2(+) .14	.75	.01
14 UL M	8(-) 1.99	3.31	8(-) 1.93	8(-) .64	8(-) 3.06	.23	8(-) .06	.69	.02
F	2.21	3.27	2.06	.73	3.24	.13	.10	.75	.02
UH M	2.24	1(+) 3.43	2.00	.73	3.34	.17	7(-) .07	.74	.02
F	2.27	3.19	2.11	1(+) .77	3.27	.13	1(+) .17	8(-) .68	.02
AGE	10 > 14	10 < 14	10 > 14			10 < 14		10 > 14	10 < 14
SES							L < M		
SEX	M < F		M < F	M < F		M > F	M < F		
AGE-SES	10L > 10M 14L < 14M				10L > 10M 14L < 14M		10L = 10M 14L < 14M		
AGE-SEX									
SES-SEX	LM < LF MM = MF	LM = LF MM > MF			LM < LF MM > MF		LM < LF MM < MF	LM < LF MM > MF	

VARIABLES	117	118	119	120
CHICAGO	SENTENCE COMPLETION			
	TOTAL SCORES			
	Self Concept	Parent/Child Interaction	Mother Interaction	Father Interaction
10 UL M	2.51	2.54	2.51	2.54
F	2.62	1(+) 2.66	1(+) 2.62	1(+) 2.65
UH M	1(+) 2.70	8(-) 2.30	2.50	2.48
F	2.57	7(-) 2.32	2.44	2.44
14 UL M	8(-) 2.07	2.36	8(-) 2.20	8(-) 2.27
F	2.25	2.41	2.35	2.32
UH M	2.36	2.56	2.52	2.38
F	2.33	2(+) 2.63	2.53	2.49
AGE	10 > 14		10 > 14	10 > 14
SES	L < M			
SEX				
AGE-SES		10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M
AGE-SEX				
SES-SEX				

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
CHICAGO	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.59	1.45	2.11	1.48	2.25	2.23	2.25	1.80	20.30
F	1.48	1.29	1.83	1.27	1.98	1.96	2.29	1.98	19.19
UM M	1.43	1.26	1.83	1.23	1.91	1.91	2.06	1.94	18.40
F	1(+) 1.61	1.55	2.20	1.49	2.33	2.33	2.22	1.88	20.73
14 UL M	1.24	1.34	1.95	1.32	2.05	2.00	2.20	8(-) 1.71	18.66
F	1.46	1.46	2.34	1.51	2.34	2.32	2.46	1(+) 2.12	21.39
UM M	8(-) 1.08	1.32	2.02	1.36	2.06	2.04	2.10	1.74	18.52
F	1.25	1.38	2.19	1.44	2.17	2.17	2.29	1.79	19.79
AGE	10 > 14								
SES									
SEX								M < F	
AGE-SES									
AGE-SEX									
SES-SEX								LM < LF MM = MF	

VARIABLES	130	131	132	133	134	135	136	137	138
CHICAGO	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	58.50	8(-) .02	.20	.25	.82	1.85	1.61	2.26	1.72
F	63.23	1(+) .23	.21	.48	.73	1.94	1.68	2.22	1.70
UM M	7(-)55.21	.11	.15	.34	.77	1.94	1.74	2.32	1.68
F	61.35	.10	.12	.41	.88	1.90	1.80	2.38	1.76
14 UL M	8(-)53.59	.05	.12	.20	.68	1.95	1.62	2.38	1.64
F	62.54	.05	.20	.29	.85	1.75	1.59	2.36	1.75
UM M	2(+)70.82	.04	.22	.34	.70	1.80	1.72	2.66	1.88
F	1(+)78.46	.06	.38	.48	.79	1.78	1.69	2.67	1.88
AGE	10 < 14	10 > 14						10 < 14	
SES	L < M							L < M	
SEX	M < F								
AGE-SES	10L > 10M 14L < 14M		10L > 10M 14L < 14M						
AGE-SEX						10M < 10F 14M > 14F			
SES-SEX									

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
CHICAGO	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	1.96	1.76	2.48	2.33	21.46	53.43	.09	.20	8(-) .35	.96
F	1.96	1.88	2.52	2.52	22.14	54.22	.16	.22	.48	1.16
UM M	7(-) 1.88	8(-) 1.64	2.54	2.34	21.74	8(-)50.84	.12	.22	.50	1.08
F	8(-) 1.84	7(-) 1.76	2.52	2.42	22.16	59.32	.08	.40	.80	1.22
14 UL M	2.23	2.10	2.31	2.41	22.05	53.03	.08	.41	1.08	1.05
F	2.25	1.95	2.70	1(+) 2.68	22.75	63.98	.18	.39	.77	.95
UM M	1(+) 2.66	1(+) 2.64	2.58	8(-) 2.12	23.94	64.06	.12	.32	.78	1.16
F	2(+) 2.63	2(+) 2.55	2.57	2.35	23.80	1(+)76.20	.24	.57	1(+) 1.18	1.04
AGE	10 < 14	10 < 14			10 < 14	10 < 14		10 < 14	10 < 14	
SES		L < M		L > M		L < M				L < M
SEX				M < F		M < F				
AGE-SES	10L > 10M 14L < 14M	10L > 10M 14L < 14M		10L > 10M 14L ≯ 14M		10L < 10M 14L ≮ 14M				
AGE-SEX										10M < 10F 14M > 14F
SES-SEX									LM > LF MM < MF	

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VARIABLES	149	150	151	152	153	154	155	156	157
CHICAGO	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.81	.95	1.48	.90	.55	.52	2.33	1(+) 2.21	14.86
F	1.85	1(+) 1.81	1(+) 2.74	1(+) 1.51	1(+) .98	1(+) .91	2.38	2.15	1(+)19.68
UM M	1.85	1.11	1.77	1.11	.66	.51	2.30	1.94	15.32
F	1.80	1.51	2.31	1.40	.89	.67	1(+) 2.40	2.07	18.00
14 UL M	1.78	.63	8(-) .90	8(-) .61	8(-) .15	8(-) .17	2.10	8(-) 1.85	8(-)11.51
F	1.78	1.27	2.05	1.39	.83	.71	2.22	2.00	16.63
UM M	1.91	8(-) 1.11	1.67	1.09	.49	.42	8(-) 2.04	2.02	14.84
F	1.79	1.28	1.94	1.32	.55	.38	2.26	2.09	16.13
AGE		10 > 14	10 > 14		10 > 14	10 > 14	10 > 14		10 > 14
SES									
SEX		M < F	M < F	M < F	M < F	M < F	M < F		M < F
AGE-SES								10L > 10M 14L < 14M	
AGE-SEX			10M ≮ 10F 14M < 14F						
SES-SEX				LM ≮ LF MM < MF		LM ≮ LF MM < MF			LM ≮ LF MM < MF

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
CHICAGO	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	8(-)42.93	.00	1.00	1.90	.60	1.96	1.87	2.78	1.49
F	49.64	.02	.51	8(-) .98	1.13	1.90	1.86	2.80	1.60
UM M	7(-)46.38	.09	1.11	2.23	.70	1.98	1.96	2.96	1.61
F	55.18	.04	.69	1.31	.98	1.94	1.92	2.94	1.48
14 UL M	48.95	.00	1.44	1(+) 2.37	.34	1.86	1.81	2.79	1.62
F	2(+)59.46	.00	1.07	1.95	.78	1.95	1.89	2.93	1.48
UM M	54.80	.00	1.13	1.76	.64	1.92	1.90	2.94	1.52
F	1(+)62.19	.02	.64	1.34	.66	1.94	1.86	2.90	1.53
AGE	10 < 14		10 < 14		10 > 14				
SES	L < M							L < M	
SEX	M < F		M > F	M > F	M < F				
AGE-SES			10L < 10M 14L > 14M	10L < 10M 14L > 14M					
AGE-SEX									
SES-SEX					LM < LF MM < MF				

VARIABLES	167	168	169	170	171	172	173	174	175	176
CHICAGO	STORY COMPLETION									
	Story Four Solver	Story Four Implement a-tion	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	2.00	2.13	2.60	1.91	22.44	7(-)54.33	.07	.36	.58	1.11
F	2.02	2.14	2.50	1(+) 2.06	22.62	59.08	.28	8(-) .22	8(-) .52	1.22
UM M	1.84	1.84	2.43	2.04	22.33	6(-)48.94	.12	.47	.59	1.20
F	2.02	2.08	2.60	1.94	22.76	59.40	.14	.28	.58	1.24
14 UL M	1.83	1.71	2.26	8(-) 1.69	20.86	55.07	.07	.43	.64	1.00
F	1.64	1.64	2.23	1.84	20.93	64.30	.09	.34	.57	1.09
UM M	1.85	1.67	2.40	1.83	21.56	2(+)69.92	.08	.46	.71	1.08
F	1.96	1.88	2.65	1.98	22.61	1(+)85.04	.16	1(+) .69	1(+) 1.10	1.16
AGE		10 > 14		10 > 14	10 > 14	10 < 14		10 < 14	10 < 14	10 > 14
SES						L < M		L < M		
SEX						M < F	M < F			
AGE-SES			10L > 10M 14L < 14M			10L > 10M 14L < 14M				
AGE-SEX										
SES-SEX										

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
CHICAGO	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1(+) 2.00	1(+) 1.98	1(+) 3.00	1.51	2.12	2.37	2.60	2.30	23.56
F	1.94	1.88	2.88	1.51	2.27	2.55	1(+) 2.63	2.29	23.61
UM M	1.88	1.86	2.82	1.41	1(+) 2.45	2.76	2.63	2.31	1(+)23.80
F	1.94	1.88	2.88	1.27	2.08	2.63	2.61	2.31	23.27
14 UL M	8(-) 1.47	8(-) 1.45	8(-) 2.21	1.18	8(-) 1.63	8(-) 1.97	8(-) 2.11	1.92	8(-)18.82
F	2.00	1.82	2.86	1.36	2.32	2.73	2.45	2.20	23.30
UM M	1.92	1.90	2.88	1.31	2.02	2.41	2.47	2.04	22.49
F	2.00	1.90	3.00	1.24	2.28	1(+) 2.86	2.54	2.06	23.52
AGE	10 >14	10 >14	10 >14	10> 14			10 >14	10 >14	10 >14
SES	L <M	L <M	L <M			L <M			L <M
SEX	M <F		M <F			M <F			M <F
AGE-SES	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L > 10M 14L < 14M						10L = 10M 14L < 14M
AGE-SEX	10M = 10F 14M < 14F	10M > 10F 14M < 14F	10M > 10F 14M < 14F		10M > 10F 14M < 14F	10M < 10F 14M = 14F			10M > 10F 14M < 14F
SES-SEX	LM = LF MM < MF				LM < LF MM > MF				LM = LF MM < MF

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VARIABLES	186	187	188	189	190	191	192	193	194
CHICAGO	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	7(-)43.44	.12	.26	.40	1(+) 1.07	1.86	1.95	2.84	1.26
F	47.04	.18	.24	.45	.98	1.67	1.79	2.60	1.10
UM M	8(-)38.27	.12	.20	.35	1.04	1.59	1.68	2.48	1.30
F	48.80	.08	.35	.51	1.04	1.56	1.75	2.50	1.15
14 UL M	44.11	.11	.47	.58	8(-) .74	1.84	1.69	2.47	1.28
F	53.52	.11	.25	.43	1.00	1.72	1.78	2.56	1.03
UM M	2(+)59.84	.12	.35	.43	1.02	1.76	1.53	2.29	1.02
F	1(+)70.08	.14	.52	.66	1.00	1.72	1.87	2.78	1.09
AGE	10 <14		10 <14		10 >14				
SES	L <M				L <M				
SEX	M <F								
AGE-SES	10L > 10M 14L < 14M								
AGE-SEX					10M > 10F 14M < 14F				
SES-SEX			LM > LF MM < MF						

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
CHICAGO	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	1.86	1(+) 2.26	2.33	1.95	22.47	7(-)45.00	.02	.23	.42	1(+) 1.86
F	1.48	1.77	2.25	2.02	20.63	49.31	.10	.31	.67	1.67
UM M	1.84	2.05	2.36	2.02	21.14	8(-)43.48	.02	.43	.61	1.50
F	1.40	1.69	2.21	2.00	19.92	49.40	.04	.52	.75	1.46
14 UL M	1.38	1.56	2.41	1.94	20.31	48.28	.03	8(-) .16	8(-) .28	1.38
F	1.56	1.94	2.06	2.19	20.53	56.03	.17	.39	.75	1.69
UM M	1.22	8(-) 1.31	2.22	1.98	18.87	2(+)59.80	.09	.36	.62	8(-) 1.24
F	1.52	1.70	2.24	2.09	20.78	1(+)70.85	.17	1(+) .57	1(+) 1.07	1.50
AGE		10 > 14				10 < 14	10 < 14			
SES						L < M		L < M	L < M	L > M
SEX			M > F	M < F		M < F	M < F	M < F	M < F	
AGE-SES						10L > 10M 14L < 14M				
AGE-SEX	10M > 10F 14M < 14F	10M > 10F 14M < 14F			10M > 10F 14M < 14F					10M > 10F 14M < 14F
SES-SEX										

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VARIABLES	205	206	207	208	209	210	211	212	213
CHICAGO	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.98	1.93	2.93	1.36	2.83	2.81	2.75	2.71	25.21
F	1.86	1.84	2.84	1.24	2.67	2.78	1(+) 2.88	2.78	24.98
UM M	1.90	1.90	2.88	1.42	2.76	2.82	2.76	2.56	25.18
F	1.92	1.81	2.75	1.19	2.58	2.69	2.81	2.71	24.33
14 UL M	1.86	1.79	2.68	1.43	2.68	2.68	8(-) 2.46	2.43	23.50
F	1.89	1.81	2.84	1.14	2.70	2.76	2.76	2.73	24.68
UM M	1.93	1.74	2.79	1.45	2.79	2.76	2.62	2.40	24.48
F	1.83	1.67	2.87	1.33	2.74	2.80	2.74	2.52	24.61
AGE		10 > 14					10 > 14	10 > 14	
SES									
SEX				M > F			M < F	M < F	
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
CHICAGO - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
CHICAGO	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	Mean Stance	Mean Engagement	Mean Initiation	Mean Aid/Advice
10 UL M	8(-) 42.29	.07	.12	.26	1.12	1(+) 1.86	1.68	2.48	1.40
F	49.45	.24	.16	.53	1.14	1.80	1.73	2.55	1.42
UM M	7(-) 42.70	.16	.12	.28	1.40	1.80	1.65	2.44	1.40
F	47.46	.15	.10	.29	1.06	1.80	1(+) 1.74	2.56	1.39
14 UL M	48.32	.11	.18	.25	1.07	8(-) 1.69	8(-) 1.43	8(-) 2.14	1.28
F	50.24	.27	.27	.59	1.24	1.79	1.63	2.53	1.38
UM M	2(+) 55.83	.21	.31	.60	1.26	1.76	1.61	2.46	1.38
F	1(+) 64.39	.27	.37	.61	1.13	1.76	1.67	1(+) 2.62	1.41
AGE	10 < 14		10 < 14	10 < 14		10 > 14	10 > 14		
SES	L < M							L < M	
SEX	M < F			M < F			M < F	M < F	
AGE-SES	10L = 10M 14M < 14M							10L > 10M 14L < 14M	
AGE-SEX								10M < 10F 14M ≪ 14F	
SES-SEX					LM < LF MM > MF				

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VARIABLES	223	224	225	226	227	228	229	230	231	232
CHICAGO	STORY COMPLETION									
	MEAN Solver	MEAN Implementation	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instru-mentality
10 UL M	1.94	2.01	2.47	2.17	21.48	7(-)48.47	8(-) .05	.33	8(-) .58	1.07
F	1.91	2.01	1(+) 2.50	1(+) 2.26	1(+)21.84	53.04	1(+) .17	8(-) .27	.58	1.14
UM M	1.91	1.94	2.45	2.17	21.19	8(-)46.53	.11	.38	.69	1.09
F	1.89	1.99	2.49	2.19	21.62	54.40	.09	.35	.66	1.12
14 UL M	8(-) 1.65	8(-) 1.68	8(-) 2.23	8(-) 1.95	8(-)18.95	49.75	.06	.49	.85	.86
F	1.92	1.97	2.40	2(+) 2.23	21.26	58.06	.12	.41	.76	1.06
UM M	1.88	1.90	2.35	7(-) 2.01	20.68	2(+)62.59	.10	.45	.74	1.01
F	1(+) 1.99	1(+) 2.06	2.47	2.13	21.65	1(+)72.19	.15	1(+) .53	1(+) .91	1.04
AGE			10 > 14	10 > 14	10 > 14	10 < 14		10 < 14	10 < 14	10 > 14
SES						L < M				
SEX		M < F	M < F	M < F	M < F	M < F	M < F			M < F
AGE-SES		10L > 10M 14L < 14M			10L > 10M 14L < 14M	10L = 10M 14L < 14M				
AGE-SEX	10M > 10F 14M < 14F	10M < 10F 14M ≪ 14F		10M < 10F 14M ≪ 14F	10M < 10F 14M ≪ 14F					
SES-SEX				LM ≪ LF MM < MF			LM ≪ LF MM < MF			LM ≪ LF MM < MF

FIGURE 2
CHICAGO - STAGE III

CHICAGO

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	10 Year Olds U.L.F.	10 Year Olds U.M.M.	10 Year Olds U.M.F.	14 Year Olds U.L.M.	14 Year Olds U.L.F.	14 Year Olds U.M.M.	14 Year Olds U.M.F.
1.	Intell.S. 8.65	Altruism 9.59	Altruism 8.82	Altruism 9.16	Intell.S. 8.41	Altruism 10.14	Creat. 9.07	Altruism 9.48	Intell S. 3.54	Self-Sat. 9.36	Altruism 8.24	Altruism 10.35	Self-Sat. 8.69	Altruism 11.56
2.	Altruism 8.40	Self-Sat. 8.95	Intell.S. 8.65	Self-Sat. 9.13	Altruism 7.84	Self-Sat. 9.39	Prestige 8.53	Intell.S. 9.00	Self-Sat. 8.36	Altruism 9.18	Intell.S. 8.08	Self-Sat. 9.63	Intell.S. 8.67	Self-Sat. 10.12
3.	Self-Sat. 8.28	Intell.S. 8.88	Self-Sat. 8.10	Intell.S. 8.88	Self-Sat. 7.84	Intell.S. 9.11	Intell.S. 8.36	Self-Sat. 8.46	Creat. 7.82	Intell.S. 8.70	Economic 7.96	Intell.S. 9.14	Success 8.58	Intell.S. 9.62
4.	Security 7.77	Assoc. 8.27	Security 8.00	Assoc. 8.01	Creat. 7.71	Assoc. 8.52	Economic 8.05	Security 8.30	Security 7.82	Security 7.84	Success 7.88	Assoc. 9.06	Altruism 8.19	Assoc. 9.20
5.	Prestige 7.76	Security 7.89	Economic 7.95	Security 7.66	Economic 7.64	Security 8.10	Success 7.27	Assoc. 8.05	Father 7.78	Assoc. 7.76	Security 7.67	Security 8.93	Security 7.63	Security 7.34
6.	Assoc. 7.65	Success 7.73	Assoc. 7.91	Variety 7.21	Security 7.56	Variety 7.39	Altruism 7.23	Surround 7.97	Altruism 7.72	Variety 7.70	Self-Sat. 7.35	Economic 7.86	Economic 7.59	Variety 7.26
7.	Economic 7.55	Economic 7.18	Success 7.18	Success 6.90	Success 7.52	Surround. 7.25	Assoc. 7.20	Economic 7.92	Prestige 7.64	Economic 7.26	Assoc. 7.34	Success 7.68	Assoc. 7.49	Indep. 7.10
8.	Creat. 7.27	Variety 7.13	Surround. 7.12	Economic 6.79	Assoc. 7.40	Economic 7.09	Security 7.11	Prestige 7.78	Assoc. 7.58	Prestige 7.08	Creat. 6.98	Variety 7.65	Indep. 7.30	Success 6.80
9.	Variety 7.14	Indep. 7.03	Variety 7.07	Indep. 6.61	Prestige 7.17	Success 6.56	Variety 7.07	Variety 6.95	Economic 6.98	Surround. 7.00	Manage. 6.95	Surround. 7.36	Variety 7.01	Surround. 6.66
10.	Surround. 6.99	Surround. 6.56	Prestige 6.96	Creat. 6.45	Variety 6.89	Indep. 6.15	Self-Sat. 6.95	Creat. 6.56	Variety 6.86	Esthet. 6.28	Prestige 6.85	Indep. 7.01	Creat. 6.98	Manage. 6.28
11.	Success 6.35	Manage. 6.49	Creat. 6.85	Surround. 6.43	Surround. 6.31	Manage. 5.79	Surround. 6.60	Success 5.91	Surround. 6.40	Indep. 6.06	Indep. 6.71	Manage. 6.30	Manage. 6.44	Creat. 5.36
12.	Manage. 5.54	Creat. 6.03	Manage. 6.11	Prestige 5.99	Manage. 6.25	Prestige 5.78	Father 6.44	Esthet. 5.65	Success 6.36	Success 5.84	Variety 6.60	Creat. 4.81	Surround. 5.66	Economic 5.32
13.	Father 5.37	Prestige 5.19	Indep. 5.70	Manage. 5.93	Indep. 6.16	Creat. 5.59	Manage. 5.63	Manage. 5.57	Indep. 5.98	Creat. 5.64	Surround. 6.56	Prestige 4.68	Prestige 5.64	Esthet. 5.12
14.	Indep. 5.28	Esthet. 4.33	Esthet. 4.71	Father 5.27	Father 6.10	Esthet. 5.14	Esthet. 4.82	Indep. 4.44	Manage. 5.98	Manage. 5.00	Father 4.90	Esthet. 3.51	Father 5.30	Father 3.68
15.	Esthet. 4.98	Father 3.73	Father 3.83	Esthet. 4.60	Esthet. 4.17	Father 2.99	Indep 4.66	Father 2.96	Esthet. 3.18	Father 4.30	Esthet. 4.86	Father 1.03	Esthet. 3.83	Prestige 3.58

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

CHICAGO

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified in both studies as the upper-middle class' mean was significantly higher in both studies than was the upper-lower class' mean.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

In Stage III, only for the Raven did the upper-middle class children score significantly higher than the upper-lower class children. On the three Achievement measures there were no significant social class differences. In Stage I the hypothesis was supported by data from all Aptitude and Achievement measures. Due to the lack of Stage III findings, however, the verification of this hypothesis must be considered to be tentative at best.

> Females will have higher Achievement scores than will males.

There was only one Sex difference in Stage III and that was for Grade Point Average, where the females excelled the males. In Stage I, also, only for Grade Point Average did the females excel the males. The males excelled the females in Aptitude, and there was no significant Sex difference on the other two Achievement measures. Therefore the hypothesis must be rejected except for Grade Point Average.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectation than will upper-lower class children.

This hypothesis was verified in both Stages I and III, where the upper-middle class children scored higher in both studies.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will the upper-lower class children.

This hypothesis was also verified in both Stages III and I, where upper-middle class children had higher Occupational Aspirations than did upper-lower class children.

Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was not supported by Stage I or Stage III data since there were no significant social class differences in either case. Therefore the hypothesis was rejected.

Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values, six showed significant social class differences in Stage III. In Stage I, eleven of the fifteen values showed significant social class differences. In both studies upper-middle class children preferred Independence, Self-Satisfaction and Follow Father while upper-lower class children preferred Surroundings. Thus, except for these values, there was very questionable support for the hypothesis, primarily due to the rather poor Stage III findings.

Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was verified in Stage III as the mean score for the upper-lower class subjects was significantly greater than that for the upper-middle class. However, there were no significant social class differences in Stage I for the Extrinsic score. Therefore verification of the hypothesis is only very tentative.

Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified in both Stages I and III, where the Expectation level of the males was significantly higher than that of the females.

Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was also verified in both Stages I and III, where the males had significantly higher Aspiration levels than did the females.

Males will prefer different Occupational Values than will females.

Of the fifteen Stage III Occupational Values, ten of them showed significant Sex differences. In Stage I there were Sex differences on twelve of the Occupational Values. Therefore, considering the results of both studies together, the hypothesis may be said to have received fairly good verification.

Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified in both Stages I and III, where females chose significantly more often the Intrinsic Occupational Values than did males.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was also verified in both Stages I and III, where males had a significantly higher mean score in both cases on the Extrinsic Total.

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

In Stage III, there was only one significant social class difference on the Social Attitudes Inventory (in favor of the upper-middle class). However, in Stage I, three of the four Social Attitudes Inventory scales showed significant social class differences. Therefore only very questionable support can be given to the hypothesis of social class differences on the Social Attitudes Inventory.

Turning next to the Sentence Completion, of the forty-eight possible social class differences in Stage III only four were significant. In Stage I, of the thirty-two Coping Style scales, again, only four showed significant social class differences. Therefore the hypothesis must be rejected when one considers Sentence Completion data.

On the Stage III Story Completion, out of the one hundred four possible social class differences, twenty-four showed significant social class differences. On Stage I Story Completion, only one of the nine Coping Style dimensions showed significant Sex differences. Therefore, one may consider that there was, overall, poor support for the hypothesis when one considers Story Completion data. However, when one considers data from all three instruments, there was little support, overall, for the hypothesis of social class differences in Coping Style.

Males will demonstrate a different style of coping than will females.

On the Stage III Social Attitudes Inventory, five of the six scales showed significant Sex differences. In Stage I, three of the four Coping Style measures showed significant Sex differences. Thus, Social Attitudes Inventory data lent good support to the hypothesis for Sex differences in Coping Style.

Turning next to the Sentence Completion, out of forty-eight possible Sex differences, twenty showed significant Sex differences. In Stage I, seventeen of the thirty-two Sentence Completion variables showed significant Sex differences. Thus, Sentence Completion data also lent fairly good support to the hypothesis.

Turning finally to the Story Completion, out of one hundred four variables, thirty-nine showed significant Sex differences. In Stage I, six of the nine Coping Style dimensions showed significant Sex differences. Thus, Story Completion data also lent fairly good support to the hypothesis of Sex differences. When one considers all three instruments and both studies, the overall support for the hypothesis of Sex differences was rather good.

> The difference in the style of coping between the males and the females will be consistent across all five behavior areas studied.

Turning first to the Sentence Completion, on two of the five scales males excelled the females on Stance, while females excelled males on Attitude. On four of the five scales the males scored higher on Hostile Affect, while females scored higher on Depressive Affect. Thus, there were four scales that showed some degree of consistency in Stage III Sentence Completion. Consistency was not observed in Stage I, except for Attitude where the females excelled in all Sentence Completion measures.

Turning finally to the Story Completion, the females scored higher than the males on Response Length on all seven stories. Females scored higher than males on Evaluation of Outcome on four out of seven stories. Females also scored higher on most Affective measures than did the males. With these exceptions, the findings were not consistent across behavior areas for Stage III Story Completion, and could not be measured in Stage I since only summary scores across areas were obtained.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

On the Sentence Completion, of the six Coping Effectiveness measures, only one showed a significant difference in favor of the upper-middle class. The remainder showed no significant social class differences. On Story Completion, of the eight Coping Effectiveness scores, again, only one showed a significant social class difference in favor of the upper-middle class, while the remainder showed no social class differences. In Stage I, also, there was only one Sentence and one Story Completion score where the upper-middle class children excelled. Therefore the hypothesis was rejected for both instruments in both studies.

CHICAGO INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

Of the twelve correlations between the Aptitude and Achievement measures, two were significant. These were the correlations between the Aptitude measure and Grade Point Average at .45 for ten-year-olds and .51 for fourteen-year-olds. In Stage I there were no such correlations for the Chicago Station but there were significant relationships between the other achievement measures, Math and Reading and GPA.

Hypothesis 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

None of the correlations between the BRS measures and the achievement measures for Math and Reading were significant in Stage III whereas, with the exception of the BRS Aggression measure, they were all significant in Stage I. Of eighteen correlations between BRS measures and GPA in Stage III, fifteen were significant. In Stage I all were significant except those for the Aggression item.

In Stage III, all of the GPA by BRS correlations for ten-year-olds were significant except the one for the Anxiety item. For fourteen-year-olds the correlations between GPA and Interpersonal Relations and Self-Assertion were not significant whereas the others were. All of the correlations were significant in Stage I except one, Aggression item, and therefore the Stage III findings replicated these significances where the items were the same and the Stage III correlations significant.

The strongest correlations for Stage III with GPA were for Task Achievement Academic and Implementation, while in Stage I the highest correlations were with Task Achievement Academic, Authority and Interpersonal Relations. Whereas the hypothesis was supported at both age levels for all achievement criterion in Stage I, the hypothesis was supported overall in Stage III only for the GPA criterion measure. It was noted that the GPA correlations in Stage I were higher than those for the other criterion measures.

Summary and Interpretation

The most major difference between the Stage I and Stage III Criterion data is the absence of significant differences with the Achievement scores for Math and Reading. It may be that the merging of different standardized achievement tests into a single standard score base erased or eliminated possible relationships. Nonetheless, throughout this chapter the lack of significant correlations with the standardized achievement measures will be noted.

Because of this difference heavy reliance will be given to the GPA and BRS measures which relate well to each other at both age levels and confirm the value placed on them in the Stage I analysis.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values

Of the fifty-six correlations among the Intrinsic Occupational Values, nineteen were significant in Stage III whereas thirty-seven were significant in Stage I. Nine of the significant Stage III correlations were for ten-year-olds and ten were for fourteen-year-olds.

The correlations that were significant in Stage III for both age levels were: Altruism by Management, Management by Esthetics, and by Intellectual Stimulation, Creativity by Self-Satisfaction and by Intellectual Stimulation and Intellectual Stimulation by Variety.

All of the correlations that were significant in Stage III were also significant in Stage I, except for the ten-year-old correlations between Management and Intellectual Stimulation and Variety, and for the fourteen-year-old correlations between Creativity and Intellectual Stimulation, and between Variety and Creativity.

The correlations that were significant only for ten-year-olds were between Independence and Creativity and Intellectual Stimulation, and between Management and Variety. The correlations that were significant only for fourteen-year-olds were Management by Independence, Self-Satisfaction by Altruism, and Variety by Esthetics and by Creativity.

The correlations in both stages were almost exclusively in the .20s and below. The exceptions are among Self-Satisfaction, Intellectual Stimulation, Creativity, and Variety where the correlations range from .19 to .53.

All of the values, except Independence, correlated significantly with the Total Score in both stages, and Independence correlated .33 with the Total Score for fourteen-year-olds in Stage III. The values that correlated highest at both age levels with the Total Score in both stages were: Altruism, Intellectual Stimulation, and Variety with a range of correlations from .40 to .59.

Although fewer values intercorrelated in Stage III than in Stage I, the correlations with the Total Score remained in both stages. Although less strongly than in Stage I, the hypothesis was confirmed.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Of the forty-two correlations among the Extrinsic Values, nineteen were significant. This compares to twenty-eight significant correlations in Stage I. Nine of the correlations were significant for ten-year-olds and ten for fourteen-year-olds. The correlations Success by

Economic Returns, Security by Prestige (negatively), Security by Surroundings, Prestige by Economic Returns, by Surroundings (negatively), by Associates (negatively), Economic Returns by Associates (negatively) and Surroundings by Associates, were significant at both age levels.

All Stage III significant correlations, except the ten-year-old correlations Associates by Economic Returns and Security by Follow Father, were significant in both stages.

A -.15 correlation between Follow Father and Security was the only significant correlation for ten-year-olds alone. Correlations between Prestige and Success and between Success and Associates (negative) were the only correlations significant for fourteen-year-olds only in Stage III.

The Associates by Total Score correlation for fourteen-year-olds in Stage III was not significant and was the only Total Score correlation which was not so. All of the Total Score correlations in Stage I were significant.

As with the Intrinsic Values, the number of correlations among the Extrinsic Values in Stage III were not as numerous as in Stage I but there were many. However a number of these correlations were negative. The Total Score correlations were extensive. It must be concluded that the relationships among the Extrinsic Values are not consistently positive but that the Total Score did represent the major Extrinsic Values: Success, Prestige, Economic Returns, and Follow Father.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Of one hundred and twelve correlations among the Intrinsic and Extrinsic Values, fifty-seven were significant in Stage III and sixty-six were significant in Stage I. In Stage III fifty-three of the significant correlations were negative and fifty-eight were negative in Stage I.

At both age levels the following correlations were significant: Altruism by Success, Prestige, Economic Returns, and Follow Father; Esthetics by Success, Security, Associates, and Follow Father; Self-Satisfaction by Prestige, Economic Returns; Intellectual Stimulation by Success, Prestige, Economic Returns, and Surroundings; Creativity by Security, Surroundings, and Associates; Variety by Success and Ecomomic Returns. All of the correlations at both age levels were negative.

Twenty-six of the correlations for ten-year-olds were significant, all but two negatively. Thirty-two of the correlations were significant for fourteen-year-olds, three positively.

The following correlations were significant in both the first and third stages: Altruism by Success for fourteen-year-olds; Altruism by Prestige at both ages; Altruism by Economic Returns at both ages; Altruism by Follow Father at both ages; Esthetics by Success, by Security, and by Follow Father at both ages; Management by Prestige and Economic Returns for fourteen-year-olds; Self-Satisfaction by Success and by Security for ten-year-olds, by Prestige, and by Economic Returns for both ages, by Surroundings for ten-year-olds and by Follow Father for fourteen-year-olds; Intellectual Stimulation by Success and Security for fourteen-year-olds, by Prestige and Economic Returns for both ages, by Surroundings for fourteen-year-olds and by Follow Father for ten-year-olds; Creativity by Security for both ages and by Surroundings and Associates for both ages; Variety by Success and by Economic Returns for both ages, and by Security and Prestige for fourteen-year-olds.

The range of significant correlations in Stage III was from -.37 to -.10 with the positive correlations from .14 to .27. In Stage I the range was from -.10 to -.51.

All of the correlations between component scores and Total Scores were negative and significant with the exception of Independence by Total Extrinsic for ten-year-olds and Associates by Total Intrinsic for fourteen-year-olds. This very closely parallels the Stage I Total Score findings. The Intrinsic component scores which correlated most negatively with the Total Extrinsic score were Altruism -.49 and -.58, Intellectual Stimulation -.52 and -.46, and Variety -.40 and -.47 for ten- and fourteen-year-olds respectively. The Extrinsic component scores which correlated most negatively with the Total Intrinsic score were Success -.45 and -.46, Prestige -.40 and -.46, and Economic Returns -.56 and -.62 for ten- and fourteen-year-olds respectively. The total scores for the two scales correlated absolutely negatively, -1.0, for both age groups.

The hypothesis is strongly supported for both the component scores and the total scores. In sum the Occupational Values hypotheses are confirmed at both age levels and for both stages.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

All of the correlations among Occupational Aspiration, Expectation and Educational Aspiration were significant, as they were in Stage I.

They were higher correlations in Stage III with the Occupational Aspiration/Expectation correlation, .76 for ten-year-olds and .74 for fourteen-year-olds, highest. The lowest of these correlations was between Occupational Expectation and Educational Aspiration, .23 for ten-year-olds and .41 for fourteen-year-olds.

Hypothesis 7: There will be a positive relationship between the two Occupational Interests discrepancy scores.

The straightforward discrepancy score utilized in Stage III correlating Expectation minus Aspiration with Father's Occupation minus Aspiration gave .16 and .24 correlations, which, although significant, were less than the .29 and .38 for the two age groups in Stage I. The hypothesis was still confirmed.

Summary of Motivation Variable Hypotheses

The hypotheses for the motivational variables were all confirmed although not as strongly as in Stage I. It should be concluded that the Stage III motivational findings replicated the Stage I findings.

Hypothesis 8: There will be positive relationships among the SAI Good Coping measures across the five behavior areas.

All of the correlations among the SAI Good Coping measures across the five behavior areas were significant and positive. In every case but one the correlations for the fourteen-year-olds were higher than those for the ten-year-olds. The lowest set of correlations were those between the various measures and the Anxiety area, where the range was from .21 to .52. For the intercorrelations among the other areas the range was from .40 to .62. The hypothesis was strongly supported.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty subsyndromes plus the Total Score.

There are one hundred correlations among the subsyndromes of the Views of Life scored in the active direction of which fourteen were significant in the positive direction and six in the negative direction. One subsyndrome, Positive Self-Concept, correlated positively with four other subsyndromes: Action, Rate of Action, Self-Initiation, and Instrumentality/Fantasy. The other significant correlations are largely concentrated on six subsyndromes which have three or more significant correlations with other scales: Self-Implementation, Activity Under Stress, Rate of Action, Task Achievement Interpersonal Relations, Earned Status/Bestowed Status, Competition/Cooperation. All of the subsyndromes correlated with the Total Score with the exception of Earned Status/Bestowed Status, Control/Expressivity and Acceptance,

Active/Passive Under Stress, and Views of Life subsyndrome. It would appear that a Total Views of Life Active score was related to most of the subsyndromes but that the individual subsyndromes did not interrelate consistently.

Hypotheses 10-13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of twenty comparisons, five were significant in the positive direction and two in the negative direction. In Stage I, thirteen comparisons were significant in the positive direction. Two of the correlations that were significant in the positive direction were for ten-year-olds and the other five were for fourteen-year-olds. The relationship between Stance in Interpersonal Relations and Stance in Authority was significant at both age levels in both stages, while Interpersonal Relations by Task Achievement Stance was significant at both age levels in Stage III but was not significant in Stage I. The Stance in Aggression situation by Stance in Anxiety correlation was significant, .22, in Stage III and in Stage I, .11, for fourteen-year-olds, while the Stance in the Aggression area by Stance in Interpersonal Relations correlations for fourteen-year-olds in Stage III was negative, -.22, and positive, .12, in Stage I. The only significant correlation unaccounted for in Stage III was that between Task Achievement and Aggression, -.18. In Stage I there were also significant correlations at both age levels between Aggression and Authority, between Authority and Task Achievement, and between IPR and Anxiety. The strength of correlations was from .16 to .23, and -.18 to -.22 in Stage III, and in Stage I it ranged from .10 to .27.

The Stance score for each of the behavior areas correlated significantly with the Total Stance score, ranging from .24 to .62. Although the strength of the relationships differed somewhat between areas in the two stages, the Total Score relationships were approximately equal in strength in the two stages.

Engagement

Three of twenty comparisons were significant for Engagement in Stage III whereas four were significant in Stage I. In Stage III, Engagement in the Interpersonal Relations area by the Authority area was significant at both age levels and was for the ten-year-olds in Stage I. Otherwise there was no consistency across stages. The other Stage III significant correlation was between Task Achievement and Interpersonal Relations for fourteen-year-olds. These significant

correlations ranged from .15 to .23. All of the correlations between the areas and the Total Score were significant in Stage III, as they were in Stage I, at equal or slightly higher levels ranging in Stage III from .37 to .65.

Aid/Advice

Four of the twenty correlations were significant on this variable, which was not used in Stage I. Aid/Advice in the Authority area correlated with Aid/Advice in the Aggression area, .16, for fourteen-year-olds, in the Anxiety area, .21 and .18 for ten-year-olds and fourteen-year-olds respectively, and with Task Achievement, .16, for the ten-year-olds. The area scores correlated with the Total Engagement score ranging from .34 to .65.

Coping Effectiveness

Thirteen of the twenty correlations among the Coping Effectiveness measures for the behavior areas were significant in Stage III whereas all twenty were significant in Stage I. The range of correlations in Stage III was from .14 to .34 and in Stage I it was from .10 to .44. The correlations that were not significant in Stage III were those between Anxiety and Aggression for fourteen-year-olds, Authority for ten-year-olds, Interpersonal Relations for fourteen-year-olds, and Task Achievement at both age levels, and between Task Achievement and Aggression and Authority for ten-year-olds. The Total Coping Effectiveness score correlated with all of the behavior areas in Stage III, as it had in Stage I. The strength of the correlations ranged, in Stage III, from .39 to .72.

Hypothesis 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

All of the Total Scores, for the Coping Style dimensions and Coping Effectiveness, correlated highly, .53 to .93, at both age levels. The hypothesis was strongly supported.

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and Attitude Total Score across behavior areas.

Whereas in Stage I the Attitude measures in the Authority, IPR and Task Achievement areas intercorrelated .22 to .39, in Stage III, with the addition of the Anxiety area, only the Authority area Attitude score correlated with the other areas: Anxiety (for fourteen-year-olds), IPR (at both age levels) and Task Achievement (at both age levels).

The Total Attitude score by area score correlations were all significant at the same high levels, .52 to .86, in Stage III as in Stage I, and with the Anxiety area score, not included in Stage I, at a lower level, correlations of .27 and .29 at ten and fourteen years of age.

Hypotheses 16-19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas, and with the Total Affect scores.

Hostile Affect

Of the twenty correlations between Hostile Affect in the behavior areas, fourteen were significant ranging from .14 to .33. Using Negative Affect as the comparison with Stage I, and without the Anxiety area, all Stage I intercorrelations were significant, at both age levels. The only correlations with the Task Achievement area for Hostile Affect that were significant were Authority and IPR for the ten-year-olds. The correlations with Total Hostile Affect score and the Hostile Affect score for each behavior area were all significant, ranging from .46 and .23 for the ten-year-olds and the fourteen-year-olds, respectively, on Task Achievement to .72 and .67 for the ten- and fourteen-year-olds on IPR.

Depressive Affect

Ten of the twenty correlations among the behavior areas on Depressive Affect were significant, ranging from correlations of .19 to .31. They were significant at both age levels between Aggression and Authority, Authority and Anxiety, and IPR, and IPR and Anxiety. For ten-year-olds there was a significant correlation between IPR and Aggression, and for fourteen-year-olds there was a significant correlation between IPR and Task Achievement. The correlations between Task Achievement Depressive Affect and the Total Depressive Affect score was not significant at age ten, although it was at age fourteen. All other correlations between the area scores and the Total Score were significant. The highest of these correlations were between Total Score and the Authority, Anxiety, and IPR areas.

Neutral Affect

Twelve of the twenty correlations among the behavior areas for Neutral Affect were significant. Eight of these were for ten-year-olds and four for fourteen-year-olds. The fourteen-year-olds did not have significant correlations on the Neutral Affect dimension between Aggression and the other areas, excepting Authority.15, and between Task Achievement and the other areas. The ten-year-old correlations were between all the areas except Task Achievement and Authority, and Task Achievement and Anxiety. The Total Neutral Affect score was

significantly related to all of the area scores with the Task Achievement lowest, .37 and .19 for ten- and fourteen-year-olds, and IPR highest, .74 and .65 for ten- and fourteen-year-olds.

Positive Affect

As in Stage I, the intercorrelations among the behavior areas on Positive Affect were not significant. The correlations with the Total Positive Affect score for Authority, Anxiety, and Task Achievement were significant in Stage III at both age levels, as they were in Stage I except for Anxiety which was not in the Stage I analysis. The IPR by Total Positive Affect correlation was significant for ten-year-olds but not for fourteen-year-olds. Total Positive Affect was not significant for the Aggression area.

Overall the hypothesis was confirmed within the behavior areas although this confirmation was more tentative than for the Total Scores which were strongly confirmed. This reinforces the pattern of confirmation evidenced in Stage I.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

Although this hypothesis was confirmed for Stage I, it was not confirmed in Stage III. The Hostile Affect by Total Attitude correlation was significant and negative, -.18 and -.27 for ten- and fourteen-year-olds, but the Total Depressive by Total Attitude correlation was not significant for ten-year-olds and was positive, .17, for the fourteen-year-olds. The relationship between Total Positive and Total Attitude was not significant.

Hypothesis 21a: There will be positive relationships between the Total Positive Affect measure and the Total Attitude measure and the Coping score totals.

The pattern of significant relationships between the two stages was the same for this hypothesis. The correlations between Total Attitude and the Total Coping scores were all positive and significant, ranging from .16 to .41. The relationships between the Total Positive Affect and the Total Coping Scores were not consistently significant, only between Total Positive Affect and Total Stance and Total Coping Effectiveness for fourteen-year-olds in Stage III. In addition, in Stage I there was a significant correlation between Total Positive Affect and Total Coping Effectiveness for ten-year-olds and a negative relationship with Total Engagement. The hypothesis was confirmed for Attitude but not for Positive Affect.

Hypothesis 21b: There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

In Stage I the Negative Affect total subsummed both the Hostile and Depressive totals of Stage III. The Negative Total correlated significantly negatively with the Coping and Effectiveness totals at a high level, -.76 for both ten- and fourteen-year-olds. In Stage III, the Hostile Affect Total correlated significantly and negatively with the Coping and Effectiveness totals, from -.16 to -.49 for Coping and from -.64 to -.73 for Effectiveness. The hypothesis was confirmed and the value of the two-factor Negative Affect dimensions shown in differentiating the strength of the two types of affect in relation to coping and to effectiveness.

Hypotheses 22-31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

Stance

Of forty-two correlations eleven were significant, six for ten- and five for fourteen-year-olds. The only correlation significant for both age levels was between Stance Anxiety and Stance Academic Task Achievement. All of the other ten-year-olds' significant correlations were between Stance for one or the other of the Anxiety stories and Aggression, twice, Authority, twice, and Interpersonal Relations. The fourteen-year-olds' correlations were between Anxiety and IPR, Academic Task Achievement and Nonacademic Task Achievement, and between Aggression and Nonacademic Task Achievement. The correlations ranged from .14 to .24. The correlations with the Total Stance score were all significant with the highest for ten-year-olds between Total and Anxiety in one story, .69, and the highest for fourteen-year-olds between Total and Anxiety in the other story, .49. The hypothesis was weakly confirmed for Stance.

Engagement

Of the forty-two correlations among the behavior areas on Engagement, eleven were significant, four for ten- and seven for fourteen-year-olds. In Stage I there were different stories and number of stories in some areas, however of fifty-six correlations thirty-five were significant. So, although the data were not absolutely comparable, it is clear that the hypothesis was more heavily supported in Stage I.

There was only one correlation significant for both ages and that was between Anxiety and Academic Task Achievement. The other fourteen-year-olds' correlations that were significant were between an Anxiety story and another area such as Aggression, Authority, Academic Task Achievement and Nonacademic Task Achievement, between Authority and Nonacademic Task Achievement, and between Authority and Aggression. The other significant ten-year-olds' correlations were between Authority and Anxiety, and Academic Task Achievement, and between IPR and Aggression.

As in Stage I, all of the correlations between the area, or story, scores and the Total Engagement score were significant, ranging from .22 to .59. The strongest correlations with Total Score were with the Aggression story, .56 and .59,and with the Academic Task Achievement story, .59 and .52, for ten- and fourteen-year-olds. The hypothesis was tentatively confirmed.

Initiation

Of the forty-two correlations among the behavior areas on Initiation, seven were significant, three for ten- and four for fourteen-year-olds. In Stage I, with different stories and number of stories in some areas, of fifty-six correlations twenty-nine were significant. As for Engagement, the significant intercorrelations for Initiation in Stage III were less frequent than in Stage I.

The ten-year-olds' correlations that were significant were between Anxiety and IPR, and Academic Task Achievement, and between IPR and Aggression. The fourteen-year-olds' significant correlations were between Aggression and Authority, Anxiety and Authority, and between Academic and Nonacademic Task Achievement. These correlations run from .16 to .31.

As in Stage I, all correlations between area scores and Total Initiation score were significant ranging from .29 and .37 on Nonacademic Task Achievement to .58 and .57 on Aggression for ten- and fourteen-year-olds,respectively. The hypothesis was only moderately supported.

Aid/Advice

There was no comparable classification to Aid/Advice in Stage I. Of forty-two correlations among the behavior areas for Aid/Advice in Stage III there were three positive and one negative correlation for ten-year-olds and one positive significant correlation for fourteen-year-olds. All of the area, or story, scores correlated with the Total Aid/Advice score, ranging from .27 and .41 between Authority and Total Score to .50 and .53 between Aggression and Total Score for ten- and fourteen-year-olds. The hypothesis was not supported.

Solver

With no comparable variable in Stage I, the Stage III correlations among the behavior areas for Solver produced two significant correlations for ten-year-olds and none for fourteen-year-olds out of forty-two correlations. All of the area scores correlated with the Total Score. The hypothesis was not confirmed for Solver.

Implementation

Of forty-two intercorrelations among the area scores for Implementation, nine were significant, three for ten- and six for fourteen-year-olds. In Stage I, of fifty-six correlations twenty-two were significant. In Stage III, none of the correlations were significant at both age levels, and seven of those that were significant were between Anxiety and another area. The correlations ranged from .14 to .21. All of the area, or story, scores correlated with the Total Implementation score from .35 and .29 for ten- and fourteen-year-olds on Nonacademic Task Achievement to .58 and .50 for ten- and fourteen-year-olds on one of the Anxiety stories. The hypothesis was tentatively confirmed.

Outcome

Of forty-two correlations, thirteen were significant, six for ten- and seven for fourteen-year-olds. The ten-year-olds' significant correlations included one between IPR and Anxiety, and all of the others were between Task Achievement and another area: Academic and Aggression, and IPR; Nonacademic and Anxiety, and IPR, and Academic. The fourteen-year-olds' significant correlations for Outcome were between IPR and Aggression, Anxiety, and Academic Task Achievement; Anxiety and Academic Task Achievement; Nonacademic Task Achievement and Aggression, and Authority; and Aggression and Anxiety. All of the correlations between Total Outcome score and behavior area scores were significant with IPR .56 and 54, Academic Task Achievement .57 and .51, and an Anxiety story .54 for both ages, highest,and the other Anxiety story .37 and .27, lowest. The hypothesis was only tentatively confirmed.

Evaluation of Outcome

Thirteen of forty-two correlations among the behavior areas were significant for Evaluation of Outcome, only three of which were for ten-year-olds. The significant correlations for ten-year-olds were between Aggression and Authority, and IPR and between Authority and Nonacademic Task Achievement. For fourteen-year-olds the significant correlations included Aggression by Anxiety, IPR, Academic Task Achievement and Nonacademic Task Achievement, Nonacademic Task Achievement by Authority, and both Anxiety stories, Anxiety by Authority and by the other Anxiety story, and Academic Task Achievement by IPR. The correlations ranged

from .14 to .27. All of the area scores correlated significantly with the Total Evaluation of Outcome score ranging from .61 and .50 for Authority by Total to .33 and .48 for ten- and fourteen-year-olds for one Anxiety story by Total Score. The hypothesis was tentatively confirmed.

Coping Effectiveness

Of forty-two correlations among the behavior areas for the Coping Effectiveness variable, fourteen were significant, five for ten- and nine for fourteen-year-olds. In Stage I, of fifty-six correlations thirty-three were significant. As the stories were not the same, nor the number of stories per behavior area in all instances the same, this hypothesis will be treated as the previous hypotheses have been treated, i.e., no direct comparisons between stages.

The correlation between Authority and Nonacademic Task Achievement, .15 and .23 for ten- and fourteen-year-olds, was the only one significant for both ages. Otherwise for the ten-year-olds Anxiety by Authority, by IPR and by Academic Task Achievement and IPR by Aggression were the significant correlations. For the fourteen-year-olds the significant correlations were between an Anxiety story and Aggression (for both Anxiety stories), and Authority, IPR, and Academic and Nonacademic Task Achievement, between IPR and Academic Task Achievement, and between Aggression and Authority.

The Total Coping Effectiveness by behavior area score correlations were all significant, as they were in Stage I. They ranged from .42 and .41 for ten- and fourteen-year-olds between Total Score and Nonacademic Task Achievement to .60 and .54 for ten- and fourteen-year-olds between Total Score and Academic Task Achievement. The hypothesis was confirmed but not very strongly.

Instrumentality

Of forty-two correlations among the behavior areas for Instrumentality, eight were significant, four for each age group. Only one comparison, between an Anxiety story and Authority, was significant at both age levels. There was no pattern to the other significant correlations. All of the Total Score correlations were significant with an overall range of .29 to .67. The hypothesis for Instrumentality was not confirmed.

Hypothesis 32: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

Of one hundred and twenty correlations among the Total Coping Style dimension scores and Total Coping Effectiveness scores all but seven,

all relationships with Total Response Length, were significant and positive. The size of the correlations was much larger than we have been witnessing in the within dimension analyses. Only Response Length showed correlations in the tens and twenties. The next lowest correlations were with Evaluation of Outcome which showed correlations ranging from .19 to .61, with most in the twenties and thirties. The highest consistent set of correlations were those with Coping Effectiveness which, excepting the Response Length correlation, ranged from .52 to .90 with numerous correlations in the eighties. The hypothesis was very strongly supported.

Hypothesis 33: There will be a positive relationship among length of responses across all behavior areas.

All of the correlations among the Length of Responses for the various stories were significant and high, ranging from .41 to .68, and the individual story lengths related to the Total Length of Response in the range .72 to .88. Length of Response was interrelated among the areas and with the Total. The hypothesis was very strongly supported.

Hypotheses 34-36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Positive Affect Hero

Of forty-two correlations among the different behavior areas for Positive Affect of the Hero, fifteen were significant, eight for ten- and seven for fourteen-year-olds. Correlations with Authority accounted for five of the significant ten-year-old correlations, with Anxiety (twice), with IPR, with Aggression, and with Academic Task Achievement. The three other significant correlations for ten-year-olds were between Aggression and Anxiety, IPR and Nonacademic Task Achievement. The fourteen-year-olds' significant correlations were between Authority and Anxiety, IPR and Nonacademic Task Achievement, Anxiety and IPR, and both Academic and Nonacademic Task Achievement, and between IPR and Academic Task Achievement. The area scores all correlated in the range .39 to .64 with the Total Score, except Aggression for fourteen-year-olds, which was not significantly correlated with the Total Positive Affect Hero measure.

Negative Affect Hero

Thirteen of forty-two correlations were significant among the behavior areas for Negative Affect Hero, four for ten-year-olds and nine for fourteen-year-olds. With the exception of significant correlations between IPR and Academic Task Achievement for both ages and between Authority and Nonacademic Task Achievement for fourteen-year-olds, all of the correlations were with Anxiety: Aggression for

fourteen-year-olds (-.18), with Authority for both ages, with IPR for both ages on different stories, for both ages on one Anxiety story and fourteen-year-olds on the other Anxiety story with Academic Task Achievement, and for fourteen-year-olds on both Anxiety stories with Nonacademic Task Achievement. The Total Negative Affect Hero correlations ranged from .38 to .56, except with Nonacademic Task Achievement, .28, for ten-year-olds. The hypothesis was weakly confirmed.

Total Affect Hero and Others

The Total Affect Hero and Others variable is similar to the combination of Total Problem and Total Outcome Affect in Stage I but not sufficiently the same to make comparisons. Of forty-two comparisons among this variable in the behavior areas, eighteen were significant, six for ten- and twelve for fourteen-year-olds. Excepting significant correlations between Authority and Nonacademic Task Achievement and IPR and Academic Task Achievement, all ten-year-olds' correlations were between Anxiety and another variable: Authority (twice), between the two Anxiety stories, Academic Task Achievement. The significant fourteen-year-olds' correlations included Anxiety by Authority, IPR, Academic Task Achievement (twice), Authority by IPR and IPR by Nonacademic Task Achievement, and most interestingly, Nonacademic Task Achievement by each of the other behavior areas Total Affect Hero and Others score. All of the correlations with Total Score were significant with the lowest correlations for ten-year-olds with Nonacademic Task Achievement, .30, ranging up to .64 for fourteen-year-olds between IPR and Total Affect score. It is interesting to note that the lowest correlation with Total Affect was for ten-year-olds on Nonacademic Task Achievement while the most consistent relationships were for Nonacademic Task Achievement for fourteen-year-olds. This may certainly show the movement from the home and school to other orientations so often spoken of for the young adolescent. The hypothesis was confirmed.

Hypothesis 37: There will be positive relationships among the Story Completion Total Positive Affect measures and the Total Coping Style measures. There will be negative relationships among the Story Completion Negative Affect measures and the Total Coping Style measures.

For the ten Total Coping Style measures by Total Positive Affect Hero correlations, nine were significant for ten-year-olds and three were significant for fourteen-year-olds, all in the positive direction. The Total Stance variable was not related to Positive Affect. The Total Outcome, Evaluation of Outcome and Coping Effectiveness variables were significant for both ages. The hypothesis was confirmed for the Positive Affect measure.

For the Negative Affect by Total Coping Style correlations, five of the ten were negative and significant for ten-year-olds and two were negative and significant for fourteen-year-olds. The fourteen-year-old significant correlations were with Stance and Solver, and the ten-year-old significant correlations were with Engagement, Initiation, Solver, Implementation, and Coping Effectiveness. The hypothesis was confirmed for ten-year-olds but not for fourteen-year-olds.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

Of ninety-eight correlations twenty-four were significant, one in the negative direction, with seven significant for ten-year-olds and seventeen significant for fourteen-year-olds. Only four of the fourteen correlations between Total Response Length and individual story Coping Effectiveness scores were significant, while eight of fourteen correlations between Coping Effectiveness Total Score and the individual Response Length per story were significant. The Total Coping Effectiveness by Total Response Length correlation was significant, .17 for ten- and .25 for fourteen-year-olds. Clearly there was not an absolute relationship between Response Length and Coping Effectiveness but there was a general relationship.

Hypotheses 39-42: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments, as well as positive relationships with the Total Scores.

Stance by Stance

The only significant correlations were between the Anxiety scores and between Sentence Task Achievement and Story Academic Task Achievement for fourteen-year-olds, out of seventy comparisons, and for ten-year-olds a .14 correlation between Sentence Total Stance and Story Authority Stance. The hypothesis was rejected for Stance.

Engagement by Engagement

Of seventy comparisons seven were significant and positive and one was significant and negative. The negative correlation and one other were for ten-year-olds and the remainder for fourteen-year-olds. Of the Total Score correlations only one was significant for ten-year-olds and the others, Sentence Total Engagement by Story Aggression, Authority,and Anxiety, and Story Total Engagement by Sentence Authority, IPR,and Task Achievement, were significant for fourteen-year-olds. The Total Sentence Engagement by Total Story Engagement correlation was

significant, .28, for fourteen-year-olds only. The hypothesis was not confirmed for ten-year-olds and only partially so, for the Total Scores, for fourteen-year-olds.

Aid/Advice by Aid/Advice

Of fifty-six correlations seven were positive and significant and two were negative and significant. Both negative correlations were for ten-year-olds between an Anxiety Story and Sentence Aggression and Sentence Anxiety. The other significant correlations were spread across the areas. The Total Sentence Aid/Advice measure correlated significantly with Story Aggression Aid/Advice for both ages, with Story Authority at both ages, and with Story Anxiety Aid/Advice for fourteen-year-olds. The Total Story Aid/Advice measure correlated significantly with Sentence Aid/Advice for the Authority and Academic Task Achievement areas. The correlation between the Total Aid/Advice measures for Sentence and Story Completion was a significant .32 for fourteen-year-olds but was not significant for ten-year-olds. The hypothesis was confirmed only at the level of Total Scores for fourteen-year-olds and not at all for ten-year-olds.

Coping Effectiveness by Coping Effectiveness

The same general pattern of interrelations holds for Stage III as for Stage I between the projectives on Coping Effectiveness. In Stage I there were eighty comparisons of which twenty-three were significant, while in Stage III there were seventy relationships of which sixteen were significant. The greatest number of significant correlations for a Stage III Story were for the Aggression story. This correlated with Sentence Aggression, IPR and Task Achievement, at both age levels. Among the ten-year-olds, there were almost no significant relationships between Sentence and Story Coping Effectiveness scores in the other areas of behavior. At fourteen, however, four of the five Sentence scores, by behavior area, correlated significantly with the Coping Effectiveness score on Story Five, Authority; Sentence scores in three areas correlated with Story Two, IPR; and Sentence Coping Effectiveness scores in four of the five behavior areas correlated significantly with the Total Coping Effectiveness score for all stories, combined. The Sentence by Story Total Coping Effectiveness score correlations were significant at both age levels, .17 for ten-year-olds and .36 for fourteen-year-olds.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

Of seventy possible correlations among the Story Positive Affect and Sentence Completion Positive Affect measures, seven were significant and positive and two were significant and negative. Of twenty-four

correlations between the area scores and the Total Score for the other instrument three were positively significant and one negatively significant. The Total by Total correlation was not significant. The hypothesis was rejected.

Hypothesis 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

Of one hundred fifty-four correlations there were two negative and nine positive significant correlations between the Story Positive Affect score and the Sentence Hostile and Depressive Affect scores. Of thirty-six correlations with the Total scores there were three positive significant and one negative significant correlations, all, except one (Sentence Hostile Authority by Story Nonacademic Task Achievement), for fourteen-year-olds. The Total by Total correlation was not significant for ten-year-olds and was positive and significant for fourteen-year-olds. The hypothesis was clearly rejected.

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

Of seventy correlations, one was significant and positive. There were two negative significant correlations with the Total Score measures, and the Total by Total correlation was not significant. The hypothesis was clearly rejected.

Hypothesis 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

Of seventy correlations, eleven were positive and significant and three were negative and significant. For fourteen-year-olds with the Aggression story the three negative correlations were with Depressive Affect measures from the Sentence Completion instrument, and the Total Depressive by Story Aggression area Negative Affect score was the only significant, if negative, correlation for the Depressive Total. The Aggression area story correlated positively with the Total Hostile score. The only significant Total by Total correlation was between the Story Negative Affect and Sentence Hostile Affect correlation for fourteen-year-olds, .22. Although the hypothesis was not confirmed the data did seem to describe the Negative Affect of the Story Completion as a Hostile Affect for fourteen-year-olds with no real relations for ten-year-olds.

Hypotheses 44a-44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

Sentence Completion Task Achievement Coping Styles by SAI

The Stage I and Stage III SAI measures are not comparable but it should be noted that the Good Coping SAI Stage I measures correlated positively and significantly with the Sentence Completion Total Stance, Engagement and Coping scores, and negative correlations for all fourteen-year-old comparisons, and three of six ten-year-old comparisons, were produced between the SAI Defense measures and the Sentence Completion measures.

In Stage III, the SAI Task Achievement and Total Good Coping score correlated positively with the Sentence Task Achievement Coping Style dimensions at both age levels and with the Sentence Total measures for fourteen-year-olds, except for Total Stance by Task Achievement and for ten-year-olds for Total Stance and Engagement by the SAI Task Achievement score. Overall the hypothesis was confirmed.

Sentence Completion IPR Coping Styles and SAI Good Coping

All correlations, except SAI IPR by Total Stance correlation for fourteen-year-olds, were significant for both age groups ranging from .15 to .45. The hypothesis was confirmed.

Sentence Completion Authority Coping Styles by SAI Good Coping

The SAI Good Coping measure for the Authority area correlated with the Sentence Completion Authority Stance and Engagement variables for ten-year-olds, with Total Sentence Completion Stance for ten-year-olds, and with the Totals for Engagement and Aid/Advice at both age levels. The range of correlations was from .14 to .36. The Total SAI score correlated significantly with Sentence Authority Stance for ten-year-olds, Engagement for both age groups, and Aid/Advice for fourteen-year-olds. The hypothesis was moderately confirmed.

Sentence Completion Anxiety Coping Styles by SAI Good Coping

The SAI Anxiety Good Coping score did not correlate significantly with the Sentence Anxiety Style dimensions, nor did the Total SAI score correlate significantly with the Sentence dimensions. The SAI Anxiety score correlated with the Total Sentence Completion scores for Stance and Engagement for fourteen-year-olds and for Aid/Advice at both age levels. The SAI Anxiety measure related to the general total dimensions for fourteen-year-olds but the Anxiety measures on the two instruments did not correlate, therefore the hypothesis was not confirmed.

Sentence Completion Aggression Coping Styles by SAI Good Coping

The hypothesis has no validity for ten-year-olds as no correlations for them were significant. The Sentence Completion Aggression Stance variable correlated negatively for fourteen-year-olds with SAI Aggression and with Total SAI score. The SAI Aggression score correlated with the Total Engagement and Total Aid/Advice Sentence scores for fourteen-year-olds only. There would appear to be a relationship between SAI Aggression Good Coping and the Sentence Completion dimensions for fourteen-year-olds although the Stance variable did not relate positively. It may be that a good coping Stance in Aggression situations is not really possible although good coping may result therefrom.

Hypotheses 45a-45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

Story Completion Academic Task Achievement by SAI Good Coping

The SAI Task Achievement Good Coping measure correlated with the Story Completion Academic Task Achievement Style dimensions Aid/Advice, Solver, Implementation and with all of the Total Style dimensions except Evaluation of Outcome for fourteen-year-olds, but not so for ten-year-olds. The range of correlations with Total scores was .28 to .41. The Sentence Completion dimensions correlated with the Total SAI score for fourteen-year-olds in five of ten dimensions and negatively with Instrumentality for ten-year-olds. The SAI Total by Story Totals were all significant for fourteen-year-olds and one, Outcome, was significant for ten-year-olds. The hypothesis was not confirmed for the Academic Task Achievement Story variables but was for the SAI Task Achievement variable and Total and the Story dimensions and SAI Total.

Story Completion IPR Coping Styles by SAI Good Coping

Only SAI IPR by Story IPR Instrumentality for fourteen-year-olds was significant, and all SAI IPR by Story Totals, excepting Evaluation of Outcome, for fourteen-year-olds were significant. None of these comparisons were significant for ten-year-olds. Two of nine correlations for fourteen-year-olds and one of the nine correlations for ten-year-olds was significant between the IPR Story dimensions and the SAI Total score correlations. The SAI IPR measure was significantly correlated with the Total scores for the Story Coping Style dimensions across all stories, at age fourteen, although this relationship was for the IPR stories, alone.

Aggression Coping Styles by SAI Good Coping

The SAI Aggression Good Coping measure was correlated significantly with all of the Story Aggression dimensions, except Stance, and with all of the Total dimensions for fourteen-year-olds while there were no significant correlations for ten-year-olds. The SAI Total Good Coping measure was correlated significantly with all of the Aggression dimensions, except Stance and Evaluation of Outcome, for fourteen-year-olds but not for ten-year-olds. The hypothesis was confirmed for fourteen-year-olds and rejected for ten-year-olds.

Anxiety Coping Styles by SAI Good Coping

The SAI Anxiety Good Coping measure correlated significantly with Anxiety Story Four dimensions Initiation, Solver, Implementation, and Instrumentality for ten-year-olds. The SAI Total Score correlated with Anxiety dimensions Implementation and Outcome for ten-year-olds and Stance, Engagement, Initiation, Evaluation of Outcome, and Instrumentality for fourteen-year-olds. The SAI Anxiety measure correlated with the Story Totals for all dimensions except Evaluation of Outcome for fourteen-year-olds and with Outcome and Instrumentality for ten-year-olds. Although the hypothesis was not confirmed for fourteen-year-olds within the area there was more substance to the relationship for ten-year-olds than in the other areas, and certainly there was support for the relationship between the SAI Anxiety and Total dimensions for fourteen-year-olds.

Authority Coping Styles by SAI Good Coping

The SAI Authority Good Coping measure correlated significantly with Story Authority dimensions Stance (at both ages), Engagement for fourteen-year-olds, Initiate for both ages, Implementation for fourteen-year-olds, and Outcome for fourteen-year-olds, as well as with all of the Total Story dimensions for fourteen-year-olds and the Total Outcome dimension for ten-year-olds.

The SAI Total Score correlated significantly with the Authority dimensions Stance, Engagement, Initiate, Outcome, and Instrumentality at both ages plus Solver and Implementation for fourteen-year-olds. The hypothesis in the Authority area was more strongly supported both within the area and with SAI Total score for fourteen-year-olds and for ten-year-olds than any other of these hypotheses.

Story Completion Anxiety Coping Styles by SAI Good Coping

All of the correlations between SAI Anxiety and the Story Six Anxiety scores, excepting Evaluation of Outcome, were significant for fourteen-year-olds while none of them were significant for ten-year-olds. The Story Six Anxiety dimensions correlated with Total SAI measures for

fourteen-year-olds on Engagement, Initiation, Solver, Implementation, and Instrumentality, while for ten-year-olds there was only a negative correlation on Aid/Advice. The hypothesis was confirmed for fourteen-year-olds and rejected for ten-year-olds.

Story Completion Nonacademic Task Achievement Coping Styles by SAI

The SAI Task Achievement Good Coping measure correlated significantly with all of the Nonacademic Task Achievement stories and Total Story scores, except Total Evaluation of Outcome for fourteen-year-olds, and only with Outcome and Evaluation of Outcome for the Nonacademic Task Achievement area for ten-year-olds. The SAI Total score correlated with the area dimensions Outcome and Evaluation of Outcome at both age levels and also for fourteen-year-olds with Stance, Initiation, and Instrumentality. The hypothesis was confirmed for fourteen-year-olds and showed some relationship with Outcome for ten-year-olds.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

The Sentence Completion Coping Effectiveness score for the Anxiety area correlated only with the SAI IPR score for fourteen-year-olds and with no other scores. There was, however, a good deal of intercorrelation among the scores across behavior areas. The Coping Effectiveness scores by SAI Good Coping scores within behavior areas were all positive and significant, excepting the Anxiety area. The Sentence area scores correlated with the SAI Total score for all areas except Anxiety at both age levels, and the Total Coping Effectiveness score correlated significantly with the SAI area scores for fourteen-year-olds and with the SAI Authority, IPR, and Anxiety scores for ten-year-olds. With the exception of the Sentence Coping Effectiveness Anxiety area, the hypothesis was strongly confirmed for both ages.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI Good Coping measures in the same behavior areas.

The correlations between the SAI area good coping scores were significant for fourteen-year-olds with the Story scores for Task Achievement, Authority, Aggression; not significant for IPR; and significant with one Anxiety story for ten-year-olds and with the other Anxiety story for fourteen-year-olds. The relations between the SAI Coping Effectiveness scores and the Total Coping Effectiveness score were significant for fourteen-year-olds, while only the Authority SAI by Total Coping score was significant for ten-year-olds. The SAI Total Good Coping score was significantly related to all of the stories for fourteen-year-olds and to the Authority and one Anxiety story for ten-year-olds. The Total by Total correlation was significant, .45, for fourteen-year-olds and not significant for ten-year-olds. The hypothesis was confirmed for fourteen-year-olds and not for ten-year-olds.

Hypothesis 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

None of the correlations between the SAI Good Coping scores and the Story Positive Affect measures were positively significant, while three were negatively significant. The hypothesis was rejected.

Hypothesis 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

Of seventy correlations, four were significant and negative and one significant and positive. Of twenty-four correlations with the Total Scores two were negative and significant. The hypothesis was rejected.

Hypothesis 49a: The SAI Good Coping scores will be positively related with the Sentence Completion Positive Affect measures.

Of fifty correlations, two were significant and positive and one was significant and negative. One of twenty correlations with the Total Score was significant. The hypothesis was rejected.

Hypothesis 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive Affect measures.

There were fifty-five correlations for each age group of which eight were negative and significant and one positive and significant for ten-year-olds, while nine were significant and negative and five were significant and positive for fourteen-year-olds.

The Total Sentence Completion Hostile score correlated negatively and significantly with the SAI area Good Coping scores for all areas for fourteen-year-olds, and with Authority and IPR for ten-year-olds. The Hostile score and Total SAI Good Coping score correlated -.15 for ten-year-olds and -.46 for fourteen-year-olds. The SAI Total Score correlated significantly with Hostile scores in four Sentence Completion areas. The Total Depressive score did not relate to the SAI except .22 for Aggression for fourteen-year-olds. The hypothesis was confirmed for Hostile by SAI Good Coping but was not confirmed for Depressive which subsumes all of the positive correlations that were significant.

Summary and Interpretation

The SAI instrument developed for Stage III proved to have good internal consistency among the areas with the Anxiety area least related to the other areas and the fourteen-year-olds' correlations higher overall than the ten-year-olds'. The Views of Life instrument, developed for Stage III and administered only to the fourteen-year-olds, established some overall reliability for the Total Active score but revealed that the subsyndromes which were assumed to be independent components of a complete Views of Life were in fact relatively independent of one another.

The Sentence Completion instrument in Stage III included a number of variables or dimensions not included in Stage I. The comparisons between stages, and evaluation of dimensions in Stage III only, differentiate between the behavior area dimensions intercorrelated and correlated with other variables and the Total scores for the dimensions summed across the areas. Overall it is clear that the dimensions have a meaning that is reflected in the relations with Total scores for each dimension and that the Stage III dimensions supported and expanded the Stage I findings for the Sentence Completion. However, there was a good bit of variability among the dimensions and within the areas for each dimension. The relations between Total Scores, particularly in the important comparison between Coping Style Total scores and Coping Effectiveness Total score, were high and consistent.

The Sentence Completion correlations with the Affect dimensions showed interesting interrelationships among the Hostile, Depressive, and Neutral Affect dimensions which can be compared with the Negative Affect in Stage I. It would seem that the Negative types of Affect more closely related to Attitude, although the most potent Affect variable was the Hostile variable. The Positive Attitude variable was more predictive of the Coping score than was Positive Affect, and the Hostile Affect dimension related strongly to Coping Effectiveness and Style whereas the Depressive Affect did not.

The Story Completion correlations among the behavior areas showed fewer significances consistently than in Stage I. Although all of the Total scores were correlated with the area scores there were no cases where the intercorrelations among the areas on a variable were numerous or exceeded the number of significant correlations found for the same variable in Stage I. There is strong support for the relationship between Total Coping Style dimension scores and Total Coping Effectiveness scores. The correlations among the Affect dimensions were not often significant although there was strength in the relationship of amount of Affect expressed. The Positive Affect by Coping Style correlations were positive and numerous and the Negative Affect by Coping Style correlations were negative and numerous for ten-year-olds, giving some weight to the hypothesized relationship.

Relating the SAI, Sentence Completion and Story Completion dimensions showed relatively little correlation by behavior area and much greater relation for Total scores, one with the other, for fourteen-year-olds. It would seem that the projectives were much more reliable and consistent for fourteen-year-olds with Total scores than they were for ten-year-olds.

The relationships between projective measures on the Affect dimensions are clearly meaningless ... there were no hypotheses which were confirmed. The relationships between the Coping Styles on the Sentence Completion and the SAI Good Coping scores showed strong positive relations, except for the Anxiety and Aggression areas which would appear to necessitate differing styles of coping. The Story Completion by SAI Good Coping correlations showed a strong overall positive relation with the Total scores and less, though still of some significance, relationship within the areas themselves. Coping Effectiveness relationships among the projective instruments were generally strong for fourteen-year-olds and for Total Scores. The relationships between the SAI Good Coping scores and the Affect scores from the two projective instruments were virtually nil.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

Of one hundred twenty correlations between the Intrinsic measures and the Total Coping dimensions for Story and Sentence Completion, twenty-six were significant for fourteen-year-olds and nine positively and one negatively for ten-year-olds. This compares with Stage I in which there were eighty-eight correlations significant per age group with twenty-two positive and three negative for fourteen-year-olds and twelve positive and one negative for ten-year-olds. There were more significant correlations percentagewise in Stage I than in Stage III although there were also a few more negative significant correlations.

Twelve of the significant fourteen-year-old correlations were with the Intrinsic value Altruism and nine were between Management and Story Completion Coping measures. The ten-year-olds' correlations were scattered with four between Creativity and Story dimensions. The Total Intrinsic score correlated significantly with Sentence Completion Coping measures for Engagement, Aid/Advice, and Coping Effectiveness and with Story Completion Coping measures for Engagement, Initiation, Solver, Implementation, Outcome, Coping Effectiveness, and Instrumentality for fourteen-year-olds, with no significant correlations for ten-year-olds. In Stage I, both age groups had shown significant correlations between the Intrinsic Total and Sentence Completion Stance, and Total Coping Effectiveness, and with Story Completion Stance, Engagement, and Coping Effectiveness.

In Stage III the hypothesis was confirmed for the Total Intrinsic score and for Altruism and Management for fourteen-year-olds.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI Good Coping measures.

In Stage I, with the different SAI variables, the hypothesis comparable to this one was not confirmed except for Active Defensive. In Stage III the value Altruism correlated significantly with all of the SAI Good Coping measures for fourteen-year-olds and with all except IPR for ten-year-olds. Self-Satisfaction correlated with Aggression and IPR for fourteen-year-olds in the positive direction, whereas Independence correlated with these two SAI measures negatively for ten-year-olds, and Creativity correlated with them negatively for fourteen-year-olds. The Total Intrinsic score correlated significantly with SAI Aggression, IPR and Anxiety, and the Total SAI Good Coping score for fourteen-year-olds but did not correlate significantly with any SAI measures for ten-year-olds. The hypothesis was barely confirmed for fourteen-year-olds and not confirmed for ten-year-olds.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with the Views of Life Active Response measures.

Of one hundred sixty correlations for fourteen-year-olds between the Views of Life and the Occupational Values Intrinsic measures, ten negative significant and eight positive significant correlations were produced. The Total Intrinsic score correlated negatively with three of the twenty Views of Life scales and the Total Score correlated positively with one and negatively with one Intrinsic scale. The hypothesis was not confirmed.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measures.

In Stage I, with differing Affect dimensions, the relationships among the Affect measures and the Intrinsic measures were significant at both age levels in seventeen out of sixty-four correlations. In Stage III none of the correlations with the Sentence Completion Positive Affect measure were significant and two Story Completion by Intrinsic measure correlations for fourteen-year-olds were significant and positive and one for ten-year-olds was significant and negative. The hypothesis was not confirmed.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

Of forty-eight correlations two were negative and significant and one was positive and significant. The Total Intrinsic score did not correlate with the Sentence or Story Completion scores. The hypothesis was rejected.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

In Stage I, for the individual values only Follow Father was consistently significant for ten-year-olds while Success, Prestige, and Economic Returns were significant for fourteen-year-olds. The Total Extrinsic score correlated with Sentence Stance and Total Coping Effectiveness and Story Stance, Engagement, and Coping Effectiveness at both ages.

In Stage III a similar pattern emerged. Twenty-seven negative correlations were significant for fourteen-year-olds out of one hundred

five. For ten-year-olds four of the five negative significant correlations were with Follow Father. The Total Extrinsic correlations did not show the relationships for ten-year-olds as in Stage I but the fourteen-year-olds' correlations were significant with Story Engagement, Initiation, Solver, Implementation, Outcome, Coping Effectiveness, Instrumentality, and Story Engagement, Aid/Advice, and Coping Effectiveness. The hypothesis was confirmed for fourteen-year-olds and rejected for ten-year-olds.

Hypothesis 56: The Occupational Values Extrinsic measure will be negatively related with the SAI Good Coping measures.

The only strong set of correlations for fourteen-year-olds between Extrinsic scores and SAI Good Coping measures was for Economic Returns in which all of the correlations were significant, ranging from -.14 to -.25. For ten-year-olds, Follow Father and Prestige showed some negative correlations with area SAI measures and the Total SAI measure correlation was significant. The Total Extrinsic measure correlated negatively and significantly, with SAI Aggression, IPR, Anxiety, and Total for fourteen-year-olds but not for ten-year-olds. The hypothesis was weakly confirmed for fourteen-year-olds and not for ten-year-olds.

Hypothesis 57: The Occupational Values Extrinsic measure will be negatively related with Active measures of Views of Life.

Of one hundred thirty-three correlations for fourteen-year-olds, fourteen were negative and significant and nine were positive and significant. The hypothesis was rejected.

Hypothesis 58: The Occupational Values Extrinsic measure will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

None of the correlations for the Story Completion were significant and only two, one positive and one negative, were significant for ten-year-olds on the Sentence Completion measure. The hypothesis was rejected.

Hypothesis 59: The Occupational Values Extrinsic measure will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect measure.

Of forty-two correlations, three were positive and one negative for ten-year-olds and one positive and one negative for fourteen-year-olds.

The correlations with the Total Extrinsic score were not significant. The hypothesis was rejected.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping dimension measures.

As in Stage I, there were not enough significant correlations with the Occupational measures to support the hypothesis. However, the Educational Aspiration by Engagement, Initiation, Aid/Advice, Outcome and Coping Effectiveness correlations for ten-year-olds, and Initiation, Aid/Advice and Instrumentality correlations for fourteen-year-olds were significant. The hypothesis was supported for the Educational Aspiration measure but not for the Occupational measures.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping dimension measures.

None of the significant correlations were for ten-year-olds. For fourteen-year-olds, Aid/Advice correlated significantly with Occupational Aspiration and Stance with Occupational Expectation, while Educational Aspiration correlated significantly with Attitude, Engagement, Aid/Advice and Coping Effectiveness. The hypothesis was supported only for fourteen-year-olds for Educational Aspiration.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

Although in Stage I the comparable hypothesis was supported for some of the dimensions of the SAI, which were different in that stage, in Stage III the hypothesis was totally rejected with one significant correlation out of thirty-six.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

For fourteen-year-olds the number of significant correlations between the Occupational Aspiration measure and the twenty Views of Life measures were one positive and two negative, with the Occupational Expectation measure two negative, one positive and the Total Score correlation negative, and with the Educational Aspiration measure two negative and three positive. The hypothesis was generally rejected although there was some support in the Occupational Expectation area.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

In Stage I the hypotheses comparable to this one were not confirmed and in Stage III the only significant correlations were between the Occupational Aspiration and Expectation and Sentence Completion positive Affect for ten-year-olds, .14 in each case. The hypothesis was not confirmed in Stage III either.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measures.

Occupational Aspiration correlated positively, .15, with Depressive Affect and negatively, -.17, with Story Negative Affect for ten-year-olds, while Expectation correlated positively, .16, with Depressive Affect for fourteen-year-olds. There was a slight indication that the Sentence Depressive measure may relate to the Occupational area but not sufficiently to justify calling the hypothesis confirmed.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

In Stage III all of the intercorrelations among the Parent/Child Interaction items were significant except for ten-year-olds between Self-Concept and Parent/Child Interaction. This was better than in Stage I where the Father/Mother and the Parent-Child/Self-Concept interactions were not significant. The hypothesis was strongly confirmed with the correlations ranging from .26 to .70.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

In Stage I, of forty-eight correlations ten were significant whereas in Stage III seventeen were significant. The Authority Attitude was consistently related to the Interaction items, except for ten-year-olds with Parent/Child Interaction, and the ten-year-olds showed significant correlations in three of four Interaction items with Stance and with Coping Effectiveness. The hypothesis was tentatively confirmed.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

Although Authority Negative Affect produced no significant correlations with the Parent/Child Interaction items in Stage I, in Stage III the ten-year-olds showed one negative correlation with Self-Concept and Authority Depressive Affect, while the fourteen-year-olds showed only positive correlations between Depressive Affect and all of the Interaction items. With the Hostile Affect measure the fourteen-year-olds produced negative correlations with all Interaction measures except Parent/Child. The hypothesis was supported for fourteen-year-olds and the Hostile Affect measure only so the hypothesis must be rejected.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

In Stage I, Total Attitude produced six of the eight significant correlations with the Interaction items and ten-year-old correlations with Coping Effectiveness the other two. In Stage III, fourteen-year-olds had significant correlations with all Interaction items and Total Attitude and Total Coping Effectiveness and ten-year-olds had significant correlations with all except Parent/Child Interaction. For fourteen-year-olds, Mother Interaction correlated significantly with Total Engagement and Total Aid/Advice, while ten-year-olds' Father Interaction correlated significantly with Total Stance, Engagement, and Aid/Advice. The hypothesis was generally confirmed, particularly for Attitude and Coping Effectiveness.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive measures of the Sentence Completion.

As with the Authority correlations, the correlations with Hostile Affect were negative and those with the Depressive Affect were positive. For Hostile the fourteen-year-olds had significant negative correlations with Self-Concept and Mother Interaction and the ten-year-olds with both Mother and Father Interactions. For Depressive Affect there were no significant ten-year-old correlations while the fourteen-year-olds had significant correlations with all Interaction items. The hypothesis was confirmed for fourteen-year-olds.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale scores for Story Five concerning Authority relations.

In Stage I there were no significant correlations among the Interaction items and the Story variables presented. In Stage III on Story Five, concerning Authority relations, there were no significant correlations for ten-year-olds but seventeen of forty-eight correlations were significant for fourteen-year-olds. For Self-Concept, Parent/Child and Father Interactions the fourteen-year-olds were significant with Stance, Engagement and Initiation. The hypothesis was generally supported for fourteen-year-olds.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

There were no significant correlations and the hypothesis was rejected.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as an Anxiety Story), it concerns parental relations.

Of the forty-eight correlations one was significant for ten-year-olds while ten were significant for fourteen-year-olds. Five of the significant fourteen-year-olds' correlations were with Parent/Child Interaction and five were with Father Interaction, with Engagement and Initiation correlations significant twice. The hypothesis was rejected for ten-year-olds and there was little confirmation for fourteen-year-olds.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as an Anxiety Story), it concerns parental relations.

There was one negative significant correlation for ten-year-olds and thirteen significant positive correlations for fourteen-year-olds, out of forty-eight for each age group. Seven of the fourteen-year-olds' correlations were with Father Interaction. The hypothesis was rejected for ten-year-olds and barely confirmed for fourteen-year-olds.

Hypothesis 100: There will be a negative relationship between Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

There was one significant correlation between Parent/Child Interaction and Story Six Negative Affect for fourteen-year-olds. The hypothesis therefore was rejected.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

Although there was only one of forty-eight correlations significant for ten-year-olds, thirty-two of forty-eight correlations were significant for fourteen-year-olds. Engagement, Initiation, Solver, Outcome, and Coping Effectiveness were significantly related to all of the Interaction items for fourteen-year-olds. The hypothesis was strongly supported for fourteen-year-olds and totally rejected for ten-year-olds. This was not the case in Stage I in which the hypothesis was rejected at both age levels.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total score for Negative Affect from the Story Completion.

There were no significant correlations and the hypothesis was rejected.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

None of the correlations for ten-year-olds were significant while all of the correlations for fourteen-year-olds were significant, from .19 to .27. The hypothesis was confirmed for fourteen-year-olds and rejected for ten-year-olds.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

As in Stage I, this correlation was not significant and the hypothesis was rejected.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Whereas in Stage I five of seventy-two correlations were significant with no apparent pattern to them, in Stage III only six of the correlations were significant but five of them, one for each of the Interactions for fourteen-year-olds and Parent/Child Interaction for ten-year-olds, were significant for Altruism. The hypothesis was rejected but there was some justification for it for fourteen-year-olds on Altruism.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of sixty-four correlations, four were significant and negative and one significant and positive, whereas in Stage I only one was significant and negative. In any event the hypothesis must still be rejected.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

As in Stage I, the hypothesis was rejected because the correlation was not significant.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total scores.

There were two positive significant and seven negative significant correlations out of eighty. The Rate of Action subscale correlated negatively, -.15 to -.20, with all four Interaction items. The hypothesis was rejected.

Summary of Motivation by Coping Hypotheses

The Occupational Values Intrinsic Total score related well for fourteen-year-olds with Sentence and Story Completion Total Coping dimensions and with SAI Good Coping measures, but not as well for ten-year-olds. The Views of Life and the Affect measures were not related to the Intrinsic score.

The Occupational Values Extrinsic scores, both individual values and total, related with the Sentence and Story Coping dimension measures for fourteen-year-olds but not for ten-year-olds. The fourteen-year-olds also showed some negative relationship between the

Extrinsic score, Total score, and the SAI Good Coping measure, whereas the ten-year-olds did not. There were no relationships worth noting between the Extrinsic scores and the Affect and Views of Life measures.

The Occupational Aspiration, Expectation, and Educational Aspiration measures did not consistently relate to the Coping measures. Educational Aspiration showed the greatest such relationships with Story and Sentence Coping dimensions, primarily for fourteen-year-olds. The hypotheses relating these measures to SAI, Views of Life and the Affect dimensions were all rejected.

The Parent/Child Interaction items were strongly related to each other, and less strongly related to the Coping and Positive Affect measures of the Sentence Completion. The relations between Parent/Child Interaction items and Negative Affect were strong for the Hostile type of Affect and for fourteen-year-olds, but this was not the case for ten-year-olds. The correlations between Parent/Child Interaction items and the Coping and Positive Affect dimensions of the Story Completion showed, both for individual stories and Total scores, fair to strong positive relationships for fourteen-year-olds and little or no relationship among the variables for ten-year-olds. There were no relationships among the Negative Affect dimensions of the Story Completion and the Parent/Child items. Again, with the SAI, the fourteen-year-old relationships with Parent/Child Interaction items were strong and consistent while there were no such relationships for ten-year-olds. The hypotheses relating the Parent/Child Interaction items with the Occupational Values, Occupational Interests and Views of Life instruments were all rejected in Stage III as in Stage I.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

Whereas in Stage I the Total Intrinsic score reflected the individual values, with fourteen-year-olds significant on the Achievement variables and with ten-year-olds also significant on Total BRS, the correlations with Achievement measures were not significant in Stage III. However the GPA correlations with Total Intrinsic were significant for fourteen-year-olds. The correlations with the BRS measures showed both ages significantly related to Total Intrinsic with the bulk of the ten-year-old relationships from Management and the fourteen-year-old power coming from Esthetics, Management, and Intellectual Stimulation. The hypothesis was confirmed for ten-year-olds for BRS and for fourteen-year-olds for BRS and GPA.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

The same pattern evident in the Intrinsic values analysis was evident in the Extrinsic analysis. The fourteen-year-olds showed consistent negative correlations between Extrinsic values and the Total Extrinsic score and GPA and most BRS scores while the ten-year-olds showed these only for BRS. The relationships with standardized achievement scores were not evident in Stage III as they were in Stage I. The hypothesis was confirmed for these groups in the pattern mentioned noting that the BRS was not related to Total Extrinsic score for both age groups on Self-Assertion and Anxiety.

Hypothesis 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

The negative relationships refer to the inverted scores so that the meaning of these correlations is that high Occupational and Educational scores and high criterion scores together give negative correlations. There were no significant relations for the standardized measures whereas there were in the expected direction in Stage I. There were significant relations with GPA for fourteen-year-olds in Stage III, whereas there were significant relations for both age groups in Stage I. The relationships with the BRS items, which were significant with the Total BRS for fourteen-year-olds and ten-year-olds in Stage III with Educational Aspiration and with the Occupational measures for fourteen-year-olds only, showed an inconsistent pattern. For ten-year-olds five of nine correlations were significant with Occupational Aspiration while

one was significant for fourteen-year-olds, and for ten-year-olds six of nine were significant with Educational Aspiration while none were significant for fourteen-year-olds. However, on the Occupational Expectation by BRS correlations two were significant for ten-year-olds and six of nine were significant for fourteen-year-olds. Overall the hypothesis was confirmed.

Hypothesis 69: There will be negative relationships between the Occupational Interest Discrepancy score and the criterion measures.

In Stage I, for the two discrepancy scores used in both stages the fourteen-year-olds showed significant relationships with Expectation minus Aspiration and all four criterion measures as well as GPA on the Occupation/Aspiration discrepancy while the ten-year-olds showed significant relationships with the Occupation/Aspiration discrepancy and the achievement criterion. In Stage III there were no significant correlations with the standardized achievement measures, a ten-year-old, .14, correlation with GPA and Occupation/Aspiration and only one negative for fourteen-year-olds,and one positive for fourteen-year-olds among the thirty-six correlations with the BRS items. The hypothesis was rejected in Stage III.

Summary of Motivation Variables Hypotheses

The Predictor-Criterion correlations for the motivation variables showed the fourteen-year-olds stronger in confirming a positive relationship for Intrinsic and a negative relationship for Extrinsic Occupational Values with the criterion measures. With a somewhat mixed group of correlations the Occupational Interest measures, but not the discrepancy scores, correlated in the expected manner with the criterion measures.

Hypothesis 70: There will be a positive relationship between the SAI Good Coping measures and the criterion measures.

In Stage I, with different SAI instrument and variables, the Defensive variables related to the Achievement and BRS variables in a consistently negative way. In Stage III there were no relationships with the standardized Achievement measures. There were consistent correlations between GPA and all SAI measures, except Anxiety, and Total SAI. Besides these, and the negative relationships between BRS Anxiety and all of the SAI scores, there were only five other positive, and two negative, significant correlations. The Total SAI by BRS correlations showed significant positive correlations for ten-year-olds with Authority, Implementation, and Initiation, and a stronger negative correlation (-.33) for fourteen-year-olds with Anxiety. The hypothesis was confirmed for the relationship of SAI scores to GPA. Otherwise, there was an unexpectedly negative relationship of SAI with BRS Anxiety; and no other systematic, positive relationship.

Hypothesis 71: There will be a positive relationship between the Views of Life Active Response measures and the criterion measures.

There were no significant correlations with standardized achievement measures, two negative and three positive with the GPA measure, and eight negative and twelve positive correlations out of one hundred eighty with the BRS scores. The hypothesis was rejected.

Hypothes s 72-75: There will be a positive relationship between the criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

Stance by Criterion Measures

In Stage I there were significant relationships with Total Stance for fourteen-year-olds on all Achievement measures. In Stage III there were only five, out of nine, significant correlations with BRS and Total Stance for fourteen-year-olds and no other significant relationships with Total Stance. The hypothesis was rejected in Stage III.

Engagement by Criterion Measures

Stage I hypothesis was rejected and in Stage III there was no consistent pattern in the area scores. The Total Engagement score related significantly to GPA, BRS scores for Task Achievement, Implementation, Initiation, Aggression and negatively with Anxiety, for fourteen-year-olds. There was some support for the hypothesis for fourteen-year-olds.

Aid/Advice by Criterion Measures

There was no pattern to the area scores while the fourteen-year-olds showed significant correlations between the Total Aid/Advice score and GPA, and six of the nine BRS variables: Task Achievement, Authority, IPR, Initiation, Aggression, and Anxiety. The hypothesis was confirmed for fourteen-year-olds.

Coping Effectiveness by Criterion Measures

Although in Stage I these relationships were consistently significant for fourteen-year-olds with Total Coping and for ten-year-olds with Total Coping and Reading Achievement and Total BRS, in Stage III only fourteen-year-olds' correlations with Total Coping Effectiveness and GPA, and six of nine BRS items were significant: Task Achievement, Authority, Implementation, Initiation, Aggression, and Anxiety. The hypothesis was confirmed for fourteen-year-olds with the and BRS measures.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the criterion measures.

The BRS Total by Total Attitude correlation was significant for both age groups in Stage I, and the Total Attitude by GPA and by Mathematics correlations were significant for fourteen-year-olds only. In Stage III, the fourteen-year-olds showed a significant correlation with GPA and Total Attitude but there was no other consistent pattern for either age group. The hypothesis was rejected.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the criterion measures.

In Stage I there were sufficient positive correlations between the Positive Affect measures and the criterion measures to confirm the hypothesis. In Stage III there were two positive and one negative significant correlations out of one hundred twenty. These were for the fourteen-year-old between BRS Anxiety and Sentence Positive Affect Authority and between GPA and Sentence Positive Affect Authority. The hypothesis was rejected.

Hypothesis 78: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

The Stage I relationships among the Negative Affect and criterion variables were all for the fourteen-year-old sample across the achievement areas. In Stage III there was some relationship shown among the area scores for both ten- and fourteen-year-olds with Hostile and Depressive Affect and GPA, and a .19 correlation for ten-year-olds with Total Depressive and GPA. The fourteen-year-old correlations with GPA were primarily negative while the ten-year-old correlations were primarily positive. Among the BRS items, out of ninety correlations for each age group, there were three positive correlations for ten-year-olds and twelve negative and six positive correlations for fourteen-year-olds. The significant correlations with Total Hostile score were all for fourteen-year-olds with BRS Authority, Implementation, Initiation, Aggression (all negative) and with Anxiety (positive). The significant correlations for Total Depressive were for ten-year-olds and positive with Task Achievement, Authority, Implementation, Initiation, and for fourteen-year-olds, -.25, with Anxiety. The hypothesis was not confirmed because the two age groups seemed to be operating in differing relationships among these variables.

Hypotheses 79-88: There will be a positive relationship between the criterion measures and the Story Completion Coping Style dimensions.

Stance by Criterion Measures

Of one hundred sixty-eight correlations, one was positive and significant and seven were negative and significant. All of the significant correlations were for fourteen-year-olds and the only significant correlation for Total Stance was a -.21 for fourteen-year-olds with BRS Anxiety. The hypothesis was rejected.

Engagement by Criterion Measures

Although the internal pattern among the area scores differed somewhat the overall findings for Stage I and Stage III were similar. The hypothesis holds for the fourteen-year-olds but not for ten-year-olds (remembering that the standardized achievement measures did not correlate significantly in Stage III).

Initiation by Criterion Measures

Although there were a greater percentage of significant correlations among the area measures in Stage I, the overall pattern and Totals show the same relationships: GPA related to Initiation for fourteen-year-olds and more, five to two, relationships with BRS for fourteen-year-olds although the Anxiety and Self-Assertion correlations were negative. The hypothesis was weakly confirmed.

Aid/Advice by Criterion Measures

The Aid/Advice variable showed the ten-year-olds correlating with GPA and two BRS items, Authority and Aggression, while the fourteen-year-olds showed significant correlations in a negative direction with Self-Assertion and Anxiety and a positive correlation with Aggression. The hypothesis was weakly confirmed for ten-year-olds and not confirmed for fourteen-year-olds.

Solver by Criterion Measures

Although there were a smattering of significant correlations among the Story by criterion correlations: three positive for ten-year-olds and eleven positive and three negative for fourteen-year-olds, there were only three significant correlations with the Total Solver score, two positive and one negative with BRS items (Implementation, Initiation, and Anxiety respectively). The hypothesis was rejected.

Implementation by Criterion Measures

Whereas in Stage I the fourteen-year-olds had significant correlations with all achievement measures and the ten-year-olds with GPA and

BRS on the Total Implementation score, in Stage III there were no significant correlations with Total Implementation score for ten-year-olds and the fourteen-year-olds had them with GPA and five of eight BRS scores. These were positive correlations with BRS Task Achievement, Implementation, Initiation, Aggression and one negative correlation with Anxiety. The hypothesis was confirmed for the fourteen-year-olds but rejected for ten-year-olds.

Outcome by Criterion Measures

The Total Outcome score reflected the scores from individual stories. Both age groups showed significant correlations on Total Outcome with GPA, BRS Task Achievement and Authority, and fourteen-year-olds also showed them for BRS Implementation, Initiation, Aggression and -.15 for Anxiety. The hypothesis was weakly confirmed, more strongly for fourteen-year-olds.

Evaluation of Outcome by Criterion Measures

The ten-year-olds showed a significant Total GPA correlation and the fourteen-year-olds had four of nine BRS correlations significant: three positive, Task Achievement, Implementation, Initiation, and one, Anxiety, negative. The hypothesis was not confirmed.

Coping Effectiveness by Criterion Measures

In Stage I the fourteen-year-olds had a significant Total Coping by GPA correlation and both age groups had Total by BRS significant correlations. In Stage III, both age groups' Total Coping by GPA correlations were significant and the ten-year-olds had two of nine while the fourteen-year-olds had six of nine BRS correlations significant. These were with Task Achievement, Authority, Implementation, Initiation, Aggression (all positive) and Anxiety (negative) for fourteen-year-olds and with Task Achievement, and Authority (both positive) for ten-year-olds. The hypothesis was confirmed in light of both stages.

Instrumentality by Criterion Measures

The ten-year-olds had a significant Total Instrumentality by GPA correlation, .23, and the fourteen-year-olds had three negative significant(Total Instrumentality by BRS Interpersonal Relations, Self-Assertion and Anxiety)correlations. The hypothesis was not confirmed.

Hypothesis 89: There will be a positive relationship between the criterion measures and the Story Completion Positive Affect dimensions.

There was only one significant Total Positive Affect Hero correlation, with GPA for ten-year-olds. The hypothesis was rejected.

Hypothesis 90: There will be a negative relationship between the criterion measures and the Story Completion Negative Affect dimensions.

Although the ten-year-olds showed a good number of significant correlations with GPA and the BRS items on the Interpersonal Relations and Academic Task Achievement stories the Total Negative Affect Hero correlations showed only three with BRS that were significant, while there were no fourteen-year-old significant Total correlations. The hypothesis was rejected.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

In Stage I there were significant positive correlations between Self-Image, or Self-Concept, and Math and Reading Achievement, and significant negative correlations between Parent/Child Interaction and Aptitude and Math, for ten-year-olds. In Stage III there were no significant correlations. The hypothesis was rejected.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

In Stage I none of these correlations were significant and in Stage III one, Interaction by Authority BRS, was significant. The hypothesis was rejected.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

Parent/Child Interaction by Total Positive Nominations for Implementation and Initiation were the only significant correlations for fourteen-year-olds and there were none for ten-year-olds. The hypothesis was rejected.

Summary

The Predictor-Criterion correlations for the Coping variables showed strong positive relationships at both age levels for the SAI measures and GPA, and no confirmed relationship between the Views of Life instrument and the criterion measures. The Sentence Completion Coping Style dimensions did not relate positively to the criterion measures for ten-year-olds and did for fourteen-year-olds for Engagement, Aid/Advice, and Coping Effectiveness. The relationships between the

Hostile and Depressive Affect variables and the criterion measures were different for the two age groups with the result of negating the hypotheses.

The correlations with the Story Completion Coping Style dimensions and the criterion variables did not strongly support the Stage I findings but there was more support for the relationships for fourteen-year-olds than for ten-year-olds. The strongest correlations for fourteen-year-olds were for Engagement, Initiation, Implementation, Outcome, and Coping Effectiveness. The hypotheses with Affect measures on the Story Completion and criterion measures were rejected. All of the hypothesized relationships between the Parent/Child Interaction items and the criterion measures were unconfirmed by the correlation data.

FIGURE 3

CHICAGO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

	1 APTITUDE 10	1 APTITUDE 14	2 MATH 10	2 MATH 14	3 READING 10	3 READING 14	4 G.P.A. 10	4 G.P.A. 14
1 APTITUDE							.45	.51
2 MATH								
3 READING								
4 GRADE POINT AVERAGE	.45	.51						

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

	5 BRS 2 A - TA 10	5 BRS 2 A - TA 14	6 BRS 3 AUTHORITY 10	6 BRS 3 AUTHORITY 14	7 BRS 4 IPR 10	7 BRS 4 IPR 14	8 BRS 5 IMPLEMENT. 10	8 BRS 5 IMPLEMENT. 14	9 BRS 6 SELF-ASSER 10	9 BRS 6 SELF-ASSER 14	10 BRS 7 INITIATIV. 10	10 BRS 7 INITIATIV. 14	11 BRS 8 SOLVER 10	11 BRS 8 SOLVER 14	12 BRS 9 AGGRESSION 10	12 BRS 9 AGGRESSION 14	13 BRS 10 ANXIETY 10	13 BRS 10 ANXIETY 14
2 MATH																		
3 READING																		
4 GRADE POINT AVERAGE	.53	.41	.48	.39	.32		.50	.46	.17		.48	.43	.41	.21	.36	.30		-.29

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

	14 OCC.VAL. ALTRUISM 10	14 OCC.VAL. ALTRUISM 14	15 OCC.VAL. ESTHETICS 10	15 OCC.VAL. ESTHETICS 14	16 OCC.VAL. INDEP. 10	16 OCC.VAL. INDEP. 14	17 OCC.VAL. MANAGEMENT 10	17 OCC.VAL. MANAGEMENT 14	19 OCC.VAL. SELF-SATIS 10	19 OCC.VAL. SELF-SATIS 14	20 OCC.VAL. INTEL.STIM 10	20 OCC.VAL. INTEL.STIM 14	21 OCC.VAL. CREATIVITY 10	21 OCC.VAL. CREATIVITY 14	27 OCC.VAL. VARIETY 10	27 OCC.VAL. VARIETY 14
14 ALTRUISM							.25	.27		.20						
15 ESTHETICS							-.15	-.18								-.16
16 INDEPENDENCE								-.16			-.19		-.18			
17 MANAGEMENT	.25	.27	-.15	-.18		-.16					-.18	-.14			-.16	
19 SELF-SATISFACTION		.20											-.33	-.26		
20 INTELLECTUAL STIMULATION					-.19		-.18	-.14					.36	.19	.40	.53
21 CREATIVITY					-.18				-.33	-.26	.36	.19				.24
27 VARIETY				-.16			-.16				.40	.53		.24		
29 TOTAL INTRINSIC	.50	.58	.29	.29		.33	.27	.21	.15	.26	.52	.47	.30	.42	.40	.47

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

	18 OCC.VAL. SUCCESS 10	18 OCC.VAL. SUCCESS 14	22 OCC.VAL. SECURITY 10	22 OCC.VAL. SECURITY 14	23 OCC.VAL. PRESTIGE 10	23 OCC.VAL. PRESTIGE 14	24 OCC.VAL. ECON. RET. 10	24 OCC.VAL. ECON. RET. 14	25 OCC.VAL. SURROUND. 10	25 OCC.VAL. SURROUND. 14	26 OCC.VAL. ASSOCIATES 10	26 OCC.VAL. ASSOCIATES 14	28 OCC.VAL. FOL. FATHER 10	28 OCC.VAL. FOL. FATHER 14
18 SUCCESS						.20	.15	.31				-.19		
22 SECURITY					-.24	-.15			.16	.28			-.15	
23 PRESTIGE		.20	-.24	-.15			.37	.39	-.21	-.17	-.15	-.24		
24 ECONOMIC RETURNS	.15	.31			.37	.39					-.14	-.21		
25 SURROUNDINGS			.16	.28	-.21	-.17					.21	.22		
26 ASSOCIATES		-.19			-.15	-.24	-.16	-.21	.21	.22				
28 FOLLOW FATHER			-.15											
30 TOTAL EXTRINSIC	.45	.56	.17	.39	.40	.46	.56	.67	.26	.32	.21		.48	.32

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 5: There will be positive relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC.VAL. LIFE STYLE 10	14	15 OCC.VAL. ECONOMIC RET. 10	14	16 OCC.VAL. PRESTIGE 10	14	17 OCC.VAL. MANAGEMENT 10	14	19 OCC.VAL. SELF-ACTUAL 10	14	20 OCC.VAL. ALTRUISM .0	14	21 OCC.VAL. CREATIVITY 10	14	27 OCC.VAL. VARIETY 10	14	29 TOTAL INTRINSIC 10	14
18	SUCCESS	-.21	-.29	-.14	-.21		-.23			-.18		-.23	-.21		-.15	-.28	-.24	-.45	-.46
22	SECURITY			-.19	-.19					.27			-.21	-.20	-.33		-.23	-.17	-.39
23	PRESTIGE	-.36	-.41						-.23	-.20	-.37	-.17	-.20				-.25	-.40	-.46
24	ECONOMIC RETURNS	-.32	-.52				-.26		-.17	-.26	-.27	-.34	-.27	-.20		-.22	-.21	-.56	-.62
25	SURROUNDINGS							-.15		.23		-.18	-.27	-.30	-.30			-.26	-.32
26	ASSOCIATES		.19	-.10	-.20			-.20			.14			-.19	-.26			-.21	
28	FOLLOW FATHER	-.25	-.22	-.23	-.17		-.20				-.14	-.19					-.16	.40	-.37
30	TOTAL EXTRINSIC	-.49	-.58	-.29	-.29		-.33	-.27	-.21	-.15	-.26	-.52	-.46	-.30	-.41	-.40	-.47	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation & Educational Asp'ration

		31* OCC. INT. OCC. ASP. 10	14	32* OCC. INT. OCC. EXP. 10	14	36* OCC. INT. ED. ASP. 10	14
31	OCCUPATIONAL ASPIRATION			.76	.74	.31	.39
32	OCCUPATIONAL EXPECTATION	.76	.74			.23	.41
36	EDUCATIONAL ASPIRATION	.31	.39	.23	.41		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP./ASP. 10	14	35 OCC. INT. OCC./ASP. 10	14
34	EXPECTATION ASPIRATION			.16	.24
35	OCCUPATION ASPIRATION	.16	.24		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH. 10	14	38 SAI AUTHORITY 10	14	39 SAI ACCRESSION 10	14	40 SAI IPR 10	14	41 SAI ANXIETY 10	14
37	TASK ACHIEVEMENT			.40	.62	.45	.48	.45	.48	.21	.48
38	AUTHORITY	.40	.62			.46	.62	.46	.55	.24	.52
39	ACCRESSION	.45	.48	.46	.62			.59	.57	.28	.40
40	INTERPERSONAL RELATIONS	.45	.48	.46	.56	.59	.57			.30	.44
41	ANXIETY	.21	.48	.24	.52	.28	.40	.36	.44		
42	TOTAL SCORE	.65	.76	.70	.85	.83	.82	.84	.80	.53	.66

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub syndromes plus the Total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V61 14	44 V61 14	45 V61 14	46 V61 14	47 V61 14	48 V61 14	49 V61 14	50 V61 14	51 V61 14	52 V61 14	53 V61 14	54 V61 14	55 V61 14	56 V61 14	58 V61 14	59 V61 14	60 V61 14	61 V61 14	62 V61 14	63 V61 14
43	LOCUS OF CONTROL											.16									.29
44	ACADEMIC LOCUS OF CONT.														.22						.30
45	ACTION - INACTION				.27														.14		.36
46	IMMEDIATE - DELAYED			.27		.14															.27
47	RATE OF ACTION				.14				.14										.14		.34
48	INTRINSIC - EXTRINSIC																	.16			.32
49	TASK ACH. - IPR									-.15					.15			-.15			.17
50	COMPETITION - CO-OPERATION					.14					-.22				.29						.25
51	INDEPENDENT INTERDEPENDENT							-.15													.23
52	EARNED STATUS - BESTOWED STATUS								-.22						-.15					.23	
53	CONFRONT - AVOID	.16																			.21
54	SELF-INITI. OTHER INITI.																		.17		.37
55	SELF SOLVER OTHER SOLVER																				.25
56	SELF-JOINT IMPLEMENTATION		.22					.15	.29		-.15							-.24			.27
58	INSTRUMENT - FANTASY																		.15		.31
59	CONT./EXPRESS-IVITY & ACCEPT.																				
60	ACT./PASS. UNDER STRESS POS./NEG.						.16	-.15							-.24						
61	SELF-CONCEPT VIEW OF			.14		.14							.17			.15				-.17	.28
62	LIFE TOTAL										.25								-.17		
63	SCORE	.29	.30	.36	.27	.34	.32	.17	.25	.23		.21	.37	.25	.27	.31			.28		

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14
	STANCE										
100	AGGRESSION						.22		-.22		-.18
83	AUTHORITY							.23	.16		
92	ANXIETY		.22								
74	INTERPERSONAL RELATIONS		-.22	.23	.16					.16	.19
65	TASK ACHIEVEMENT		-.18					.16	.19		
109	TOTAL STANCE	.32	.24	.61	.61	.44	.46	.62	.52	.42	.46

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION 10	101 ENGAGEMENT AGGRESSION 14	84 ENGAGEMENT AUTHORITY 10	84 ENGAGEMENT AUTHORITY 14	93 ENGAGEMENT ANXIETY 10	93 ENGAGEMENT ANXIETY 14	75 ENGAGEMENT IPR 10	75 ENGAGEMENT IPR 14	66 ENGAGEMENT TASK ACH. 10	66 ENGAGEMENT TASK ACH. 14
	ENGAGEMENT										
101	AGGRESSION										
84	AUTHORITY							.23	.15		
93	ANXIETY										
75	INTERPERSONAL RELATIONS			.23	.15						.20
66	TASK ACHIEVEMENT								.20		
110	TOTAL ENGAGEMENT	.32	.30	.51	.46	.44	.41	.63	.65	.54	.59

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION				.16						
76	AUTHORITY		.16			.21	.18			.16	
85	ANXIETY			.21	.18						
	INTERPERSONAL										
94	RELATIONS										
	TASK										
102	ACHIEVEMENT			.16							
	TOTAL										
111	AID/ADVICE	.56	.54	.64	.65	.49	.51	.38	.41	.34	.36

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.22	.16	.21		.27	.23		.25
86	AUTHORITY	.22	.16				.14	.34	.26		.25
95	ANXIETY	.21			.14			.15			
	INTERPERSONAL										
77	RELATIONS	.27	.23	.34	.26	.15				.21	.26
	TASK										
68	ACHIEVEMENT		.25		.25			.21	.26		
	TOTAL										
112	COPING EFF.	.53	.54	.59	.62	.48	.39	.72	.64	.47	.67

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.63	.53	.62	.53	.74	.58
	TOTAL								
110	ENGAGEMENT	.63	.53			.93	.93	.75	.72
	TOTAL								
111	AID/ADVICE	.62	.53	.93	.93			.77	.70
	TOTAL								
112	COPING EFF.	.74	.58	.75	.72	.77	.70		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY				.15	.32	.40	.26	.39
91	ANXIETY		.15						
	INTERPERSONAL								
73	RELATIONS	.32	.40						
	TASK								
64	ACHIEVEMENT	.26	.39						
	TOTAL								
108	ATTITUDE	.75	.86	.27	.29	.74	.69	.52	.62

FIGURE 3

CRITICAL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST.AFF. AGGRESSION		87 HOST.AFF. AUTHORITY		96 HOST.AFF. ANXIETY		78 HOST.AFF. IPR		69 HOST.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.30	.16	.26	.22	.19	.20		
87	AUTHORITY	.30	.16			.27	.21	.29	.14	.28	
96	ANXIETY	.26	.22	.27	.21			.33	.34		
	INTERPERSONAL										
78	RELATIONS	.19	.20	.29	.14	.33	.34			.37	
	TASK										
69	ACHIEVEMENT			.28				.37			
	TOTAL HOSTILE										
113	AFFECT	.63	.59	.71	.65	.59	.61	.72	.67	.46	.23

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE.AFF. AGGRESSION		88 DEPRE.AFF. AUTHORITY		97 DEPRE.AFF. ANXIETY		79 DEPRE.AFF. IPR		70 DEPRE.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS.AFF.										
105	AGGRESSION			.20	.21			.23			
88	AUTHORITY	.20	.21			.27	.24	.31	.27		
97	ANXIETY			.27	.24			.19	.30		
	INTERPERSONAL										
79	RELATIONS	.23		.31	.27	.19	.30				.24
	TASK										
70	ACHIEVEMENT								.24		
	TOTAL										
114	DEPRESSIVE	.42	.37	.77	.69	.66	.71	.64	.72		.22

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.20	.15	.25		.15		.14	
89	AUTHORITY	.20	.15			.28	.14	.39	.19		
98	ANXIETY	.25		.28	.14			.36	.25		
	INTERPERSONAL										
80	RELATIONS	.15		.39	.19	.36	.25			.26	
	TASK										
71	ACHIEVEMENT	.14						.26			
	TOTAL										
115	NEUTRAL AFF.	.52	.49	.72	.65	.67	.59	.74	.65	.37	.19

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS.AFF. AGGRESSION		90 POS.AFF. AUTHORITY		99 POS.AFF. ANXIETY		81 POS.AFF. IPR		72 POS.AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										
99	ANXIETY										
	INTERPERSONAL										
81	RELATIONS										
	TASK										
72	ACHIEVEMENT										
	TOTAL										
116	POS. AFFECT			.15	.24	.81	.84	.21		.51	.49

FIGURE 3

CHICAGO TABLE OF INTERVAL CORRELATIONS - STAGE III

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.18	-.27		.17		

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE		.28	-.30	-.16	-.41	-.40	.17	.17
110	TOTAL ENGAGEMENT			-.44	-.49			.19	.31
111	TOTAL AID/ADVICE			-.42	-.48			.16	.29
112	TOTAL COPING EFF.		.14	-.64	-.73	-.35		.22	.41

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	STORY 3 AGGRESSION					.17		.24							.14
177	STORY 5 AUTHORITY					.18		.16							
163	STORY 4 ANXIETY	.17		.18							.17		.24		.23
191	STORY 6 ANXIETY	.24		.16						.15		.18	.16		
135	STORY 2 IPR						.17	.15							
121	STORY 1 ACAD.TASK ACH.						.24	.18	.16						
205	STORY 7 NA - TASK ACH.		.14				.23								
219	TOTAL STANCE	.56	.30	.39	.46	.30	.49	.69	.46	.27	.36	.55	.62	.33	.48

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	STORY 3 AGGRESSION				.23		.17			.25					
178	STORY 5 AUTHORITY		.23				.22	.15				.18			.16
164	STORY 4 ANXIETY		.17		.22								.21		.14
192	STORY 6 ANXIETY			.15								.27	.14		
136	STORY 2 IPR	.25													
122	STORY 1 ACAD.TASK ACH.			.18			.21	.27	.13						
206	STORY 7 NA - TASK ACH.				.16		.14								
220	TOTAL ENGAGEMENT	.56	.50	.32	.54	.32	.49	.51	.40	.29	.34	.50	.53	.30	.34

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION				.18					.23					
	STORY 5														
179	AUTHORITY		.18				.19								
	STORY 4														
165	ANXIETY				.19					.16			.25		.31
	STORY 6														
193	ANXIETY											.26			
	STORY 2														
137	IPR	.23				.16									
	STORY 1														
123	ACAD.TASK ACH.						.25	.26							
	STORY 7														
207	NA - TASK ACH.						.31								
	TOTAL														
221	INITIATION	.58	.57	.30	.55	.33	.45	.55	.44	.53	.31	.55	.52	.29	.37

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Adivce

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION									.30					
	STORY 5														
180	AUTHORITY						.14			-.15				.14	
	STORY 4														
166	ANXIETY				.14									.16	
	STORY 6														
194	ANXIETY														
	STORY 2														
138	IPR	.30		-.15											
	STORY 1														
124	ACAD.TASK ACH.														
	STORY 7														
208	NA - TASK ACH.			.14		.16									
	TOTAL														
222	AID/ADVICE	.50	.53	.27	.41	.33	.34	.42	.33	.44	.39	.48	.48	.42	.40

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
153	AGGRESSION														
	STORY 5														
181	AUTHORITY													.16	
	STORY 4														
167	ANXIETY														
	STORY 6														
195	ANXIETY											.17			
	STORY 2														
139	IPR														
	STORY 1														
125	ACAD.TASK ACH.							.17							
	STORY 7														
209	NA - TASK ACH.			.16											
	TOTAL														
223	SOLVER	.43	.41	.29	.51	.41	.46	.53	.41	.40	.33	.48	.47	.42	.32

FIGURE 3

CHICAGO TABLE OF SIGNIFICANT CORRELATIONS - STAGE .11

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION				.16		.18		.21						
	STORY 5														
182	AUTHORITY		.16				.14	.19					.16		
	STORY 4														
168	ANXIETY		.18		.14					.14			.14		
	STORY 6														
196	ANXIETY		.21	.19								.17			
	STORY 2														
140	IPR					.14									
	STORY 1														
126	ACAD.TASK ACH.				.16		.14	.17							
	STORY 7														
210	NA - TASK ACH.														
	TOTAL														
224	IMPLEMENTATION	.41	.45	.41	.57	.43	.50	.58	.50	.42	.29	.49	.48	.35	.29

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION						.20				.14	.18			.20
	STORY 5														.15
183	AUTHORITY														
	STORY 4														
169	ANXIETY		.20							.25	.18		.14	.17	
	STORY 6														
197	ANXIETY														
	STORY 2														
141	IPR		.14			.25	.18					.20	.17	.18	
	STORY 1														
127	ACAD.TASK ACH.	.18					.14			.20	.17			.15	
	STORY 7														
211	NA - TASK ACH.		.20		.15	.17				.18		.15			
	TOTAL														
225	OUTCOME	.37	.42	.40	.47	.54	.54	.37	.27	.56	.54	.57	.51	.48	.43

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
156	AGGRESSION			.24			.14			.14	.16		.17		.14
	STORY 5														
184	AUTHORITY	.24							.22					.21	.27
	STORY 4														
170	ANXIETY		.14						.25						.16
	STORY 6														
198	ANXIETY				.22		.25								.21
	STORY 2														
142	IPR	.14	.16										.25		
	STORY 1														
128	ACAD.TASK ACH.		.17								.25				
	STORY 7														
212	NA - TASK ACH.		.14	.21	.27		.16		.21						
	TOTAL EVAL.														
226	OF OUTCOME	.50	.50	.61	.50	.42	.47	.33	.48	.48	.56	.48	.43	.39	.55

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION				.21		.25		.19	.25					
	STORY 5														
185	AUTHORITY		.21				.14	.15						.15	.23
	STORY 4														
171	ANXIETY		.25		.14					.21			.23		.15
	STORY 6														
199	ANXIETY		.19	.15							.14	.31			
	STORY 2														
143	IPR	.25				.21			.14				.14		
	STORY 1														
129	ACAD. TASK ACH.						.23	.31			.14				
	STORY 7														
213	NA - TASK ACH.			.15	.23		.15								
	TOTAL														
227	COPING EFF.	.52	.55	.37	.58	.39	.52	.55	.45	.48	.42	.60	.54	.42	.41

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION				.16				.21	.20					
	STORY 5														
190	AUTHORITY		.16					.19	.17					.17	
	STORY 4														
176	ANXIETY												.25		
	STORY 6														
204	ANXIETY		.21	.19	.17							.23			
	STORY 2														
148	IPR	.20													
	STORY 1														
134	ACAD. TASK ACH.						.25	.23							
	STORY 7														
218	NA - TASK ACH.			.17											
	TOTAL														
232	INSTRUMENTALITY	.45	.54	.37	.45	.29	.40	.66	.67	.36	.31	.47	.47	.41	.44

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.61	.57	.61	.55	.45	.45	.45	.47	.45	.47
	TOTAL												
220	ENGAGEMENT	.61	.57			.93	.92	.76	.80	.67	.69	.67	.69
	TOTAL												
221	INITIATION	.61	.55	.93	.92			.75	.80	.66	.72	.62	.71
	TOTAL												
222	AID/ADVICE	.45	.45	.76	.80	.75	.80			.64	.65	.60	.62
	TOTAL												
223	SOLVER	.45	.47	.67	.69	.66	.72	.64	.65			.89	.93
	TOTAL												
224	IMPLEMENTATION	.45	.47	.67	.69	.62	.71	.60	.62	.89	.93		
	TOTAL												
225	OUTCOME	.31	.51	.41	.62	.34	.59	.33	.51	.55	.66	.44	.60
	TOTAL EVAL.												
226	OF OUTCOME	.19	.30	.35	.33	.27	.33	.24	.26	.37	.35	.40	.35
	TOTAL												
227	COPING EFFECT.	.60	.63	.86	.88	.63	.90	.75	.80	.87	.88	.89	.88
	TOTAL RESPONSE												
228	LENGTH	.13		.21	.21	.22	.10		.18		.19		.22
	TOTAL												
232	INSTRUMENTALITY	.42	.48	.62	.74	.62	.78	.42	.65	.50	.58	.56	.62

FIGURE 3

CHICANO STUDIES RESEARCH PROJECT - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OUTLOOK		226 COP. EFF. EVAL. OUTL.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES. LENGTH		232 COP. EFF. INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14
	TOTAL										
225	OUTCOME			.50	.61	.72	.82		.14	.32	.43
	TOTAL EVAL.										
226	OF OUTCOME	.50	.61			.52	.52			.22	.17
	TOTAL										
227	COP.EFFECT.	.72	.82	.52	.52			.17	.25	.68	.74
	TOTAL RESPONSE										
228	LENGTH		.14			.17	.25			.35	.39
	TOTAL										
232	INSTRUMENTALITY	.32	.43	.22	.17	.68	.74	.35	.39		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
158	AGGRESSION			.53	.75	.57	.56	.59	.58	.62	.63	.41	.59	.61	.54
	STORY 5														
186	AUTHORITY	.53	.75			.69	.68	.56	.74	.62	.58	.44	.64	.67	.66
	STORY 4														
172	ANXIETY	.57	.56	.69	.68			.65	.59	.59	.63	.49	.62	.65	.57
	STORY 6														
200	ANXIETY	.59	.58	.56	.74	.65	.59			.55	.73	.49	.66	.65	.65
	STORY 2														
144	IPR	.62	.63	.62	.68	.59	.63	.55	.73			.55	.74	.55	.64
	STORY 1														
130	ACAD.TASK ACH.	.41	.59	.44	.64	.49	.62	.49	.66	.55	.74			.43	.55
	STORY 7														
214	NA - TASK ACH.	.61	.54	.63	.66	.65	.57	.65	.65	.55	.64	.43	.55		
	TOTAL LENGTH														
228	OF RESPONSE	.78	.79	.80	.88	.84	.82	.81	.87	.80	.87	.72	.84	.82	.79

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Here

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
159	AGGRESSION			.16				.19		.18				.21	
	STORY 5														
187	AUTHORITY	.16				.23	.18	.22		.17	.25	.20			.23
	STORY 4														
173	ANXIETY			.23	.18										.31
	STORY 6														
201	ANXIETY	.19		.22							.26		.22		
	STORY 2														
145	IPR	.18		.17	.25				.26				.17		
	STORY 1														
131	ACAD. TASK ACH.			.20					.22		.17				
	STORY 7														
215	NA - TASK ACH.	.21			.23		.31								
	TOTAL														
229	POSITIVE AFF.	.44		.62	.60	.48	.51	.39	.51	.52	.59	.51	.37	.46	.64

FIGURE 3

CHICAGO SERIES OF SUBSTANCE USE STUDIES - 1969 [illegible]

HYPOTHESIS 9: [illegible] will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Narrative Affect Mean

		161 Story 7 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 Story 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 7														
161	AGGRESSION														.14
	STORY 5														
189	AUTHORITY					.20		.29	.19		.14			.14	.18
	STORY 4														
175	ANXIETY			.20				.24			.18		.16		.31
	STORY 6														
203	ANXIETY			.29	.19	.24						.19	.23		.29
	STORY 2														
147	IPR				.14		.18					.20	.22		.20
	STORY 1														
133	ACAD.TASK ACH.						.18	.19	.23	.20	.22				.16
	STORY 7														
217	NA - TASK ACH.		.16	.16	.18		.31		.23		.20		.16		
	TOTAL AFFECT														
231	HERO & OTHERS	.57	.48	.41	.41	.48	.45	.49	.42	.43	.44	.40	.41	.30	.30

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect & Total Coping Style Measures

		219 TOTAL AVOIDANCE		220 TOTAL [illegible]		221 TOTAL INITIATION		222 TOTAL AID AVOID		223 TOTAL SOCIAL		224 TOTAL IMPLEMENTA		225 TOTAL OBSERVE		226 TOTAL [illegible]		227 TOTAL COP. STY.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE																				
229	AFFECT HERO		.20		.20		.19			.19		.20		.24	.27	.40	.44	.79	.17	.17	
	TOTAL NEGATIVE																				
230	AFFECT HERO		-.19	-.23		-.18				-.22	-.15	-.20						-.21			

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response & various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 1																
130	RES. LENGTH									.16							
	STORY 2																
144	RES. LENGTH					.13	.19			.21							.18
	STORY 3																
158	RES. LENGTH		.20				.20			.26							.22
	STORY 4																
172	RES. LENGTH		.16				.19			.22							.20
	STORY 5																
186	RES. LENGTH				.17		.20			.22							.21
	STORY 6																
200	RES. LENGTH			.21	.20	.24	.23	.24						.17	.16	.24	.23
	STORY 7																
214	RES. LENGTH			.16			.20							.17		.16	.16
	TOTAL RESPONSE																
228	LENGTH			.14		.16	.14			.19				.17	.13	.23	

FIGURE 3
CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 3A: There will be positive relationships among measures of the same coping style dimension and Coping Effectiveness measures in behavior areas across the two projective instruments as well as additive relationships with the Total Scores.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 TOTAL STANCE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
100	AGGRESSION																
83	AUTHORITY																
92	ANXIETY						.16										
74	IPR																
65	TASK ACH. TOTAL												.18				
119	STANCE			.14													

HYPOTHESIS 3B: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 TOTAL ENGAGEMENT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
101	AGGRESSION																
84	AUTHORITY				.24												.14
93	ANXIETY							-.19									
75	INTERPERSONAL RELATIONS		.23						.22								.17
66	TASK ACHIEVEMENT	.18	.18		.16								.15				.24
110	TOTAL ENGAGEMENT	.18	.24		.22				.22								.28

HYPOTHESIS 4A: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Aid/Advice x Aid/Acvice

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
102	AGGRESSION					-.15											
85	AUTHORITY				.29												.17
94	ANXIETY							-.17		.19							
67	TASK ACH. ACADEMIC	.18	.14		.19				.17				.14				.26
111	TOTAL AID/ADVICE	.15	.28	.14	.27				.24								.32

HYPOTHESIS 4B: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE																
103	AGGRESSION	.15	.23		.22						.19						.10
86	AUTHORITY				.20												
95	ANXIETY										.15						.15
77	INTERPERSONAL RELATIONS	.21	.20		.21	.17			.28		.15						.28
68	TASK ACHIEVEMENT	.18	.21		.15								.17				.25
112	TOTAL COP. EFF.	.21	.27		.28	.14			.30		.30		.15				.30

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		209 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
	SENTENCE	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	POSITIVE AFFECT																
107	AGGRESSION																
	POSITIVE AFFECT																
90	AUTHORITY			.19	.37		.21		.18				.33				.31
	POSITIVE AFFECT																
99	ANXIETY				-.14		.14							-.16			
	POSITIVE AFFECT																
81	IPR																
	POSITIVE AFFECT																
72	TASK ACH.											.15					
	TOTAL																
116	POSITIVE AFFECT						.20						.14	-.16			

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE				-.15				-.15								-.20
	AGGRESSION																
105	DEPRESSIVE								.16								
	AUTHORITY																
87	HOSTILE										.14						
	AUTHORITY																
88	DEPRESSIVE								.20					.14			.14
	ANXIETY																
96	HOSTILE																
	ANXIETY																
97	DEPRESSIVE																
	IPR																
78	HOSTILE																
	IPR																
79	DEPRESSIVE		.18						.23								.17
	TASK ACH.																
69	HOSTILE																
	TASK ACH.																
70	DEPRESSIVE		.57									.23					
	TOTAL																
115	HOSTILE																
	TOTAL																
114	DEPRESSIVE								.22								.17

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 TOTAL NEG. AFFECT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	NEGATIVE AFF.																
107	AGGRESSION																
	POSITIVE AFF.																
90	AUTHORITY						.15										
	POSITIVE AFF.																
99	ANXIETY																
	POSITIVE AFF.																
81	IPR																
	POSITIVE AFF.																
72	TASK ACH.																-.14
	TOTAL																
116	POSITIVE AFF.										-.16						

FIGURE 3

PSICALO SAMPLE: SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 6 ANXIETY		202 Story 5 ANXIETY		144 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 TOTAL NEG. AFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE AGGRESSION		.23		.14									.14			.18
105	DEPRESSIVE AUTHORITY		-.16			.18											-.16
87	HOSTILE AUTHORITY	.14					.15				.20						.22
88	DEPRESSIVE ANXIETY		-.14						.25								
96	HOSTILE ANXIETY		.16														
97	DEPRESSIVE IPR		-.14														
78	HOSTILE IPR																
79	DEPRESSIVE TASK ACH.																
69	HOSTILE TASK ACH.										.14						
70	DEPRESSIVE TOTAL								.14								
113	HOSTILE TOTAL		.24		.14												.22
114	DEPRESSIVE		-.19														

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE		66 TASK ACH. ENGAGEMENT		67 TASK ACH. AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
37	TASK ACH. TOTAL	.30	.34	.23	.33	.21	.32				.30		.33
42	SAI SCORE	.29	.31	.16	.34	.16	.29	.18	.14	.21	.45	.19	.44

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
40	IPR TOTAL	.22	.22	.23	.29	.25	.30	.20		.24	.33	.23	.33
42	SAI SCORE	.15	.21	.15	.36	.15	.37	.18	.14	.21	.45	.19	.44

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE		84 AUTHORITY ENGAGEMENT		85 AUTHORITY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
38	AUTHORITY TOTAL	.16		.14				.17		.20	.36	.17	.36
42	SAI SCORE	.14		.15	.17		.19	.18	.14	.21	.45	.19	.44

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		93 ANXIETY STANCE		94 ANXIETY ENGAGEMENT		95 ANXIETY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
41	ANXIETY TOTAL								.19		.32	.14	.31
42	SAI SCORE							.18	.14	.21	.45	.19	.44

FIGURE 3

CRITICAL TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 AGGRESSION STANCE		101 AGGRESSION ENGAGEMENT		102 AGGRESSION AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
39	AGGRESSION		-.23		.14		.17				.44		.40
	TOTAL												
42	SAI SCORE		-.28				.15	.18	.14	.21	.43	.19	.44

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE				.18
122	ENGAGEMENT				
123	INITIATION				
124	AID/ADVICE		.17		.16
125	SOLVER		.14		.14
126	IMPLEMENTATION		.16		.16
127	OUTCOME EVALUATION				.14
128	OF OUTCOME				
134	INSTRUMENTALITY			-.14	
	TOTALS				
219	STANCE		.28		.29
220	ENGAGEMENT		.39		.47
221	INITIATION		.41		.48
222	AID/ADVICE		.29		.38
223	SOLVER		.33		.32
224	IMPLEMENTATION		.37		.34
225	OUTCOME EVALUATION		.29	.19	.30
226	OF OUTCOME				.16
232	INSTRUMENTALITY		.40		.45

FIGURE 3
CHICAGO TALLY OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI IPR		42 SAI TOT. SCORE	
	INTERPERSONAL RELATIONS	10	14	10	14
135	STANCE				
136	ENGAGEMENT				
137	INITIATION				
138	AID/ADVICE				.19
139	SOLVER				
140	IMPLEMENTATION				
141	OUTCOME EVALUATION				
142	OF OUTCOME			.18	
148	INSTRUMENTALITY		.15		.14
	TOTALS				
219	STANCE		.23		.29
220	ENGAGEMENT		.36		.47
221	INITIATION		.35		.48
222	AID/ADVICE		.30		.38
223	SOLVER		.20		.32
224	IMPLEMENTATION		.21		.34
225	OUTCOME EVALUATION		.17	.19	.30
226	OF OUTCOME				.16
232	INSTRUMENTALITY		.35		.45

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION		42 SAI TOT. SCORE	
	AGGRESSION	10	14	10	14
149	STANCE				
150	ENGAGEMENT		.38		.36
151	INITIATION		.40		.37
152	AID/ADVICE		.40		.37
153	SOLVER		.35		.28
154	IMPLEMENTATION		.34		.27
155	OUTCOME EVALUATION		.18		.14
156	OF OUTCOME		.18		
162	INSTRUMENTALITY		.35		.31
	TOTALS				
219	STANCE		.23		.29
220	ENGAGEMENT		.42		.47
221	INITIATION		.43		.48
222	AID/ADVICE		.34		.38
223	SOLVER		.32		.32
224	IMPLEMENTATION		.35		.34
225	OUTCOME EVALUATION		.31	.19	.30
226	OF OUTCOME		.26		.16
232	INSTRUMENTALITY		.41		.45

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	ANXIETY STORY 4				
163	STANCE				.16
164	ENGAGEMENT				.21
165	INITIATION	.20			.22
166	AID/ADVICE				
167	SOLVER	.19			
168	IMPLEMENTATION	.21		.15	
169	OUTCOME			.15	
	EVALUATION				
170	OF OUTCOME				.14
176	INSTRUMENTALITY	.24			.24
	TOTALS				
219	STANCE		.18		.29
220	ENGAGEMENT		.27		.47
221	INITIATION		.25		.48
222	AID/ADVICE		.24		.38
223	SOLVER		.19		.32
224	IMPLEMENTATION		.17		.34
225	OUTCOME	.14	.18	.19	.30
	EVALUATION				
226	OF OUTCOME				.16
232	INSTRUMENTALITY	.14	.28		.45

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY 10	38 SAI AUTHORITY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	AUTHORITY				
177	STANCE	.17	.22	.23	.34
178	ENGAGEMENT		.22	.16	.33
179	INITIATION	.15	.23	.21	.34
180	AID/ADVICE				
181	SOLVER				.14
182	IMPLEMENTATION		.15		.24
183	OUTCOME		.14	.16	.22
	EVALUATION				
184	OF OUTCOME				
190	INSTRUMENTALITY			.18	.23
	TOTALS				
219	STANCE		.22		.29
220	ENGAGEMENT		.36		.47
221	INITIATION		.37		.48
222	AID/ADVICE		.27		.38
223	SOLVER		.20		.32
224	IMPLEMENTATION		.20		.34
225	OUTCOME	.20	.22	.19	.30
	EVALUATION OF				
226	OUTCOME		.13		.16
232	INSTRUMENTALITY		.30		.45

FIGURE 5

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY STORY 6	10	14	10	14
191	STANCE		.19		
192	ENGAGEMENT		.24		.21
193	INITIATION		.23		.18
194	AID/ADVICE		.21	-.15	
195	SOLVER		.20		.19
196	IMPLEMENTATION		.19		.20
197	OUTCOME		.18		
198	EVALUATION OF OUTCOME				
204	INSTRUMENTALITY		.22		.28
	TOTALS				
219	STANCE		.18		.29
220	ENGAGEMENT		.27		.47
221	INITIATION		.25		.48
222	AID/ADVICE		.24		.38
223	SOLVER		.19		.32
224	IMPLEMENTATION		.18		.34
225	OUTCOME	.14	.18	.19	.30
226	EVALUATION OF OUTCOME				.16
232	INSTRUMENTALITY	.14			.45

HYPOTHESIS 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping Measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NONACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE		.30		.16
206	ENGAGEMENT		.16		
207	INITIATION		.27		.16
208	AID/ADVICE		.16		
209	SOLVER		.20		
210	IMPLEMENTATION		.24		
211	OUTCOME	.25	.25	.21	.17
212	EVALUATION OF OUTCOME	.24	.14	.21	.15
218	INSTRUMENTALITY		.23		.12
	TOTALS				
219	STANCE		.28		.29
220	ENGAGEMENT		.39		.47
221	INITIATION		.41		.48
222	AID/ADVICE		.29		.38
223	SOLVER		.33		.32
224	IMPLEMENTATION		.37		.34
225	OUTCOME		.29	.19	.30
226	EVALUATION OF OUTCOME				.16
232	INSTRUMENTALITY		.40		.45

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT		.30						.21	.30	.40		.36
38	AUTHORITY	.17	.32	.17	.21			.20	.29		.37	.23	.43
39	AGGRESSION	.17	.39		.21				.36	.19	.27		.42
	INTERPERSONAL												
40	RELATIONS	.21	.35	.19	.15		.16	.26	.35	.28	.24	.33	.40
41	ANXIETY		.20		.23			.18	.25	.19	.30	.16	.38
	TOTAL												
42	SAI SCORE	.18	.41	.17	.22			.19	.38	.26	.39	.26	.51

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT		.25		.27		.24				.15		.14		.30		.41
38	AUTHORITY		.31		.18	.20					.20					.14	.32
39	AGGRESSION		.45		.33				.18				.18				.44
	INTERPERSONAL																
40	RELATIONS		.30		.20		.15		.17								.31
41	ANXIETY		.18			.22			.28				.16				.25
	TOTAL																
42	SAI SCORE		.40	.15	.28	.16	.16		.22		.16		.16		.17		.45

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		201 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT																
38	AUTHORITY																.15
39	AGGRESSION																
	INTERPERSONAL														-.14		
40	RELATIONS																
41	ANXIETY					-.15						-.16					
	TOTAL																
42	SAI SCORE																

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT														-.14		
38	AUTHORITY						-.26							-.24			-.20
39	AGGRESSION						-.17				.14						
	INTERPERSONAL																
40	RELATIONS																
41	ANXIETY																
	TOTAL																
42	SAI SCORE						-.31										

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS. AFF. TASK ACH.		81 POS. AFF. IPR		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		107 POS. AFF. AGGRESSION		116 POS. AFF. TOTAL	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT												
38	AUTHORITY												
39	AGGRESSION												
	INTERPERSONAL												
40	RELATIONS	.14	.16	-.15									.18
41	ANXIETY												
	TOTAL												
42	SAI SCORE												

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
	TASK ACHIEVE.												
69	HOSTILE		-.14	-.18									
	TASK ACHIEVE.												
70	DEPRESSIVE			-.22		-.16		-.15		-.22		-.22	
	IPR												
78	HOSTILE		-.15	-.15	-.21		-.32	-.19	-.24		-.19		-.30
	IPR												
79	DEPRESSIVE					.14	.17						
	AUTHORITY												
87	HOSTILE				-.19		-.27				-.18		-.21
	AUTHORITY												
88	DEPRESSIVE						.15						
	ANXIETY												
96	HOSTILE		-.23		-.28		-.38	-.14	-.33		-.23		-.37
	ANXIETY												
97	DEPRESSIVE				.15		.14						
	AGGRESSION												
104	HOSTILE		-.24		-.28		-.33		-.25		-.18		-.34
	AGGRESSION												
105	DEPRESSIVE								.15				
	TOTAL												
113	HOSTILE		-.25	-.16	-.36		-.49	-.21	-.35		-.30	-.15	-.46
	TOTAL												
114	DEPRESSIVE						.22						

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
108	TOTAL ATTITUDE		.15			-.25				.14			.14						
109	TOTAL STANCE														.18				
110	TOTAL ENGAGEMENT		.22	.14															.15
111	TOTAL AID/ADVICE		.22																.17
112	TOTAL COPING EFF.		.21																.17
219	TOTAL STANCE																		
220	TOTAL ENGAGEMENT		.21						.22										.14
221	TOTAL INITIATION		.26						.21		.17			.15					.20
222	TOTAL AID/ADVICE		.16						.23					.23					
223	TOTAL SOLVER		.20						.24					.15					.14
224	TOTAL IMPLEMENTATION		.21						.20										.16
225	TOTAL OUTCOME		.23						.24	.16									.22
226	TOTAL EVAL. OF OUTCOME								.14		.17	.15							
227	TOTAL COPING EFF.		.26						.25		.15			.14					.21
232	TOTAL INSTRUMENTALITY	.24	.26						.17										.25

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

	SAI	14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT	.16	.26																
38	AUTHORITY	.17	.22																
39	AGGRESSION	.20	.29			-.15					.15	.16			-.16				.16
40	INTERPERSONAL RELATIONS		.28			-.16					.18				-.14				.15
41	ANXIETY	.17	.16																.14
42	TOTAL SAI SCORE	.23	.32			-.17					.15								.18

FIGURE 3

CHICAGO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

		14 OCC. VAL. ALTRUISM 14	15 OCC. VAL. ESTHETICS 14	16 OCC. VAL. INDEP. 14	17 OCC. VAL. MANAGEMENT 14	19 OCC. VAL. SELF-SATIS 14	20 OCC. VAL. INTEL. STIM 14	21 OCC. VAL. CREATIVITY 14	27 OCC. VAL. VARIETY 14	29 OCC. VAL. INTRINSIC 14
Val										
43	LOCUS OF CONTROL ACADEMIC									
44	LOCUS OF CONT. ACTION -			.16						
45	INACTION IMMEDIATE -									
46	DELAYED RATE OF									
47	ACTION INTRINSIC -	-.14				-.20				-.15
48	EXTRINSIC TASK ACH. -		-.15			.21				
49	IPR COMPETITION -	-.20								-.15
50	CO-OPERATION INDEPENDENT -	-.24								
51	INTERDEPENDENT EARNED STATUS -									.16
52	BESTOWED STATUS CONFRONT -	.14								
53	AVOID SELF-INITI.									
54	OTHER INITI. SELF SOLVER -									
55	OTHER SOLVER SELF-JOINT			.21	-.15				.15	
56	IMPLEMENTATION INSTRUMENT -									
58	FANTASY CONT./EXPRESS-								-.15	
59	IVITY & ACCEPT. ACT./PASS.		-.16							
60	UNDER STRESS POS./NEG.				.14					
61	SELF-CONCEPT VIEW OF	-.16					-.14			
62	LIFE TOTAL	.14					.19			
63	SCORE	-.14		.15						

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM 10 14	15 OCC. VAL. ESTHETICS 10 14	16 OCC. VAL. INDEP. 10 14	17 OCC. VAL. MANAGEMENT 10 14	19 OCC. VAL. SELF-SATIS 10 14	20 OCC. VAL. INTEL. STIM 10 14	21 OCC. VAL. CREATIVITY 10 14	27 OCC. VAL. VARIETY 10 14	29 TOTAL INTRINSIC 10 14
	TOTAL STORY									
229	POS. AFFECT	.18				-.23 .15				
	TOTAL SENT.									
116	POS. AFFECT									

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM 10 14	15 OCC. VAL. ESTHETICS 10 14	16 OCC. VAL. INDEP. 10 14	17 OCC. VAL. MANAGEMENT 10 14	19 OCC. VAL. SELF-SATIS 10 14	20 OCC. VAL. INTEL. STIM 10 14	21 OCC. VAL. CREATIVITY 10 14	27 OCC. VAL. VARIETY 10 14	29 OCC. VAL. INTRINSIC 10 14
	SENTENCE TOTAL									
113	HOSTILE TOTAL	-.19			-.14	-.15				
114	DEPRESSIVE TOTAL STORY									
240	NEGATIVE AFF.									

FIGURE 5

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - MEN & WOMEN

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL													-.17			
219	STANCE		-.17		.15												
	TOTAL						-.14		-.18								-.14
220	ENGAGEMENT																
	TOTAL						-.16		-.24								-.20
221	INITIATION																
	TOTAL			.23					-.14								
222	AID/ADVICE																-.14
	TOTAL			-.14			-.15		-.14								
223	SOLVER																-.16
	TOTAL								-.14								
224	IMPLEMENTATION		-.18														-.22
	TOTAL						-.15		-.14		-.14			-.15			
225	OUTCOME		-.17											-.15			
	TOTAL EVAL.						-.15										
226	OF OUTCOME													-.15		-.11	-.21
	TOTAL						-.16		-.18								
227	COPING EFF.		-.17													-.11	-.25
	TOTAL						-.14		-.21								
232	INSTRUMENTALITY		-.19														
	SENT. TOTAL								-.28								
108	ATTITUDE																
	TOTAL				-.17												
109	STANCE																-.15
	TOTAL		-.15						-.15								
110	ENGAGEMENT																-.17
	TOTAL								-.14								
111	AID/ADVICE																-.17
	TOTAL										-.18						
112	COPING EFF.																

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	SAI GOOD COP.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	MEASURES																
37	TASK ACHIEVE.								-.22					-.14			
									-.22								
38	AUTHORITY																
									-.20					-.19			-.17
39	AGGRESSION																
	INTERPERSONAL					-.14			-.19								-.15
40	RELATIONS												-.17				
									-.14								-.14
41	ANXIETY																
	TOTAL					-.15			-.26					-.17			-.18
42	SAI																

FIGURE 3

CHICAGO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures

		18 OCC. VAL. SUCCESS 14	22 OCC. VAL. SECURITY 14	23 OCC. VAL. PRESTIGE 14	24 OCC. VAL. ECON. RET. 14	25 OCC. VAL. SURROUND. 14	26 OCC. VAL. ASSOCIATES 14	28 OCC. VAL. FOL. FATHER 14	30 OCC. VAL. EXTRINSIC 14
V61	LOCUS OF CONTROL				-.18	-.17			
43	ACADEMIC LOCUS OF CONT.								
44	ACTION - INACTION								
45	IMMEDIATE - DELAYED					-.14			
46	RATE OF ACTION			.21					.15
47	INTRINSIC - EXTRINSIC				-.18				
48	TASK ACH. - IPR	.16		.27	.17	-.16	.47		.15
49	COMPETITION - CO-OPERATION				.16		-.15		.14
50	INDEPENDENT - INTERDEPENDENT		-.19					-.15	-.16
51	EARNED STATUS - BESTOWED STATUS	.13			-.23	-.17			
52	CONFRONT - AVOID								
53	SELF-INITI. OTHER INITI.								
54	SELF SOLVER - OTHER SOLVER								
55	SELF-JOINT IMPLEMENTATION						-.24		
56	INSTRUMENT - FANTASY		.23						
58	CONT./EXPRESS-IVITY & ACCEPT.								
59	ACT./PASS. UNDER STRESS						.25	-.17	
60	POS./NEG. SELF-CONCEPT								
61	VIEW OF LIFE					-.16			
62	TOTAL SCORE					-.14			
63									

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. RET. 10 14	25 OCC. VAL. SURROUND. 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOL. FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
	STORY TOTAL								
229	POS. AFFECT						.15	-.19	
	SENTENCE TOTAL								
116	POS. AFFECT								

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect Measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC. VAL. SUCCESS 10 14	22 OCC. VAL. SECURITY 10 14	23 OCC. VAL. PRESTIGE 10 14	24 OCC. VAL. ECON. RET. 10 14	25 OCC. VAL. SURROUND. 10 14	26 OCC. VAL. ASSOCIATES 10 14	28 OCC. VAL. FOL. FATHER 10 14	30 OCC. VAL. EXTRINSIC 10 14
	TOTAL								
113	HOSTILE			.15		.16			
	TOTAL								
114	DEPRESSIVE				-.15	-.20		-.20	
	TOTAL STORY								
230	NEGATIVE AFFECT			-.15					

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL DIFFUSION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOMP.		226 TOTAL EVAL. OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT	
	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
OCC. INT. OCCUPATIONAL 31* ASPIRATION																.16				
OCCUPATIONAL 32* EXPECTATION		.15												.14						
EDUCATIONAL 36* ASPIRATION				-.17		-.17		-.16		-.14		-.15				-.14		-.16		-.15

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION								-.14		
OCCUPATIONAL 32* EXPECTATION				-.21						
EDUCATIONAL 36* ASPIRATION		-.14				-.16		-.21		-.16

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures.

	37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
OCCUPATIONAL 31* ASPIRATION												
OCCUPATIONAL 32* EXPECTATION												
EDUCATIONAL 36* ASPIRATION										-.17		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

CLUSTERED TABLES OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

		31* OCC. INT. OCC. ASP. 14	32* OCC. INT. OCC. INT. 14	36* OCC. INT. ED. ASP. 14
V61	LOCUS OF CONTROL - ACADEMIC		-.16	-.38
44	LOCUS OF CONT. - ACTION			
45	INACTION			
46	IMMEDIATE - DELAYED			
47	RATE OF ACTION		-.20	
48	INTRINSIC - EXTRINSIC			
49	TASK ACH. - IPR			
50	COMPETITION - CO-OPERATION			
51	INDEPENDENT - INTERDEPENDENT			
52	EARNED STATUS - BESTOWED STATUS			-.26
53	CONFRONT - AVOID			
54	SELF-INITI. - OTHER INITI.			
55	SELF SOLVER - OTHER SOLVER			.14
56	SELF-JOINT IMPLEMENTATION			
58	INSTRUMENT - FANTASY			
59	CONT./EXPRESS-IVITY & ACCEPT. - ACT./PASS.	.16	.23	.18
60	UNDER STRESS POS./NEG.	-.15		
61	SELF-CONCEPT			.16
62	VIEW OF LIFE TOTAL	-.16		
63	SCORE		-.17	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupacional Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		229 STORY TOT. POS.AFF. 10	14	116 SENT.TOT. POS.AFF. 10	14
31*	OCCUPATIONAL ASPIRATION			.14	
32*	OCCUPATIONAL EXPECTATION			.14	
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILE 10	14	114 TOTAL DEPRESSIVE 10	14	230 TOTAL STORY N.A. 10	14
31*	OCCUPATIONAL ASPIRATION			.15		-.17	
32*	OCCUPATIONAL EXPECTATION				.16		
36*	EDUCATIONAL ASPIRATION						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

CRITICAL TABLES OF SIGNIFICANT CORRELATIONS - PART III

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS
VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETIC		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-ACTUS		20 OCC. VAL. INTELLECTUAL		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH ACHIEVEMENT																		
3	READING ACHIEVEMENT																		
4	G.P.A.	.19	.20			-.17	.23	.15			.15								.21
	BRS																		
5	TASK ACHIEVE.							.18					.18					.21	.19
	BRS																		
6	AUTHORITY				.22			.19	.14				.15					.21	.24
	BRS																	.16	
7	IPR																		
	BRS																		
8	IMPLEMENT.				.14			.20					.19					.22	.24
	BRS																		
9	SELF-ASSERTION																		
	BRS																		
10	INITIATION				.14			.21	.14				.20					.22	.20
	BRS																	.18	
11	SOLVER				.24			.23			-.18								
	BRS																		
12	AGGRESSION								.14	.15			.18					.17	.15
	BRS																		
13	ANXIETY		-.17										-.14						

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS
VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A.					-.15			-.20		-.15	.14		-.27			-.22
	BRS																
5	TASK ACHIEVE.							-.15			-.20			-.23		-.21	-.19
	BRS																
6	AUTHORITY				-.19						-.26			-.20		-.21	-.24
	BRS															-.16	
7	IPR			-.17													
	BRS																
8	IMPLEMENTATION				-.18			-.14			-.20			-.20		-.22	-.24
	BRS																
9	SELF-ASSERTION			-.20													
	BRS																
10	INITIATION				-.14			-.14			-.18			-.20		-.22	-.21
	BRS																
11	SOLVER				-.15						-.19			-.15		-.18	
	BRS																
12	AGGRESSION							-.14			-.16			-.16		-.17	-.15
	BRS																
13	ANXIETY			-.19													

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS
VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC. VAL. OCC. ASP.		32* OCC. VAL. OCC. EXP.		36* OCC. VAL. ED. ASP.	
		10	14	10	14	10	14
	ACHIEVEMENT						
2	MATH ACHIEVEMENT						
3	READING ACHIEVEMENT						
4	G.P.A.		-.23		-.30		-.26
	BRS						
5	TASK ACHIEVE.	-.15				-.14	
	BRS						
6	AUTHORITY		-.14		-.17	-.17	
	BRS						
7	IPR						
	BRS						
8	IMPLEMENTATION	-.14			-.17		
	BRS						
9	SELF-ASSERTION	-.16		-.14	-.21	-.15	
	BRS						
10	INITIATION				-.14		
	BRS						
11	SOLVER	-.17			-.26	-.15	
	BRS						
12	AGGRESSION					-.13	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

CORRELATIONS OF [illegible] CRITERIA - SAMPLE III

HYPOTHESIS 69: There will be positive relationships between the Occupational Interest discrepancy score and the Criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS
VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT./ ASP./A.P.		35 OCC. INT./ OCC./ASP.	
		10	14	10	14
	ACHIEVEMENT				
2	MATH				
	ACHIEVEMENT				
3	READING				
	ACHIEVEMENT				
4	G.P.A.			.14	
	BRS				
5	TASK ACHIEVE.				
	BRS				
6	AUTHORITY				
	BRS				
7	IPR				
	BRS				
8	IMPLEMENTATION				
	BRS				
9	SELF-ASSERTION				
	BRS				
10	INITIATION				
	BRS				
11	SOLVER		-.20		
	BRS				
12	AGGRESSION				
	BRS				
13	ANXIETY				.17

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement - BRS
VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH												
	ACHIEVEMENT												
3	READING												
	ACHIEVEMENT												
4	G.P.A.	.22	.17	.18	.18	.19	.16	.16	.24			.23	.22
	BRS												
5	TASK ACHIEVE.												
	BRS												
6	AUTHORITY					.16	.14					.14	
	BRS												
7	IPR				-.15		-.14						
	BRS												
8	IMPLEMENTATION					.15						.14	
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION					.14	.14					.14	
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY	-.14	-.30		-.28		-.33		-.23				-.33

FIGURE 3

CHICAGO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS
VARIABLES: Views of Life - Achievement BRS

	V61	2 ACHIEVE. MATH 14	3 ACHIEVE. READING 14	4 ACHIEVE. G.P.A. 14	5 BRS TASK ACH 14	6 BRS ACTIV. 14	7 BRS IPR 14	8 BRS IMPLE. 14	9 BRS SELF-ASI 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS ACCRESS. 14	13 BRS ANXIETY 14
43	LOCUS OF CONTROL			.16									
44	ACADEMIC LOCUS OF CONT.												
45	ACTION - INACTION											-.18	
46	IMMEDIATE - DELAYED												
47	RATE OF ACTION												.22
48	INTRINSIC - EXTRINSIC						.15						
49	TASK ACH. - IPR						-.22						
50	COMPETITION - CO-OPERATION												
51	INDEPENDENT - INTERDEPENDENT												
52	EARNED STATUS - BESTOWED STATUS			.17	.14	.15		.14		.14			-.26
53	CONFRONT - AVOID												
54	SELF-INITI. OTHER INITI.												-.14
55	SELF SOLVER OTHER SOLVER					-.14	-.17						
56	SELF-JOINT IMPLEMENTATION			-.17									.18
58	INSTRUMENT - FANTASY										.14		
59	CONT./EXPRESS-IVITY & ACCEPT. ACT./PASS.			-.19				-.15	-.18		-.19		
60	UNDER STRESS POS./NEG.												.14
61	SELF-CONCEPT VIEW OF												
62	LIFE TOTAL			.14	.17					.14		.20	
63	SCORE												

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS
VARIABLES: Stance x Criterion measures

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14	109 STANCE TOTAL 10	109 STANCE TOTAL 14
2	ACHIEVEMENT MATH												
3	ACHIEVEMENT READING												
4	ACHIEVEMENT G.P.A.												
5	BRS TASK ACH.												.17
6	BRS AUTHORITY												.14
7	BRS IPR		.17					.14					
8	BRS IMPLEMENTATION												
9	BRS SELF-ASSERTION												
10	BRS INITIATION												.15
11	BRS SOLVER				.21								.16
12	BRS AGGRESSION				.17						.22		.19
13	BRS ANXIETY					.15	.16				-.15		

FIGURE 3

CALCULATIONS OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Encouragement x Criterion measures

		101 ENCOURAGEMENT AGGRESSION		84 ENCOURAGEMENT AUTHORITY		93 ENCOURAGEMENT ANXIETY		75 ENCOURAGEMENT IPR		66 ENCOURAGEMENT TASK ACH.		110 ENCOURAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT												
3	READING ACHIEVEMENT												
4	G.P.A.						.16		.17				.17
	BRS												
5	TASK ACHIEVE.												.16
	BRS												
6	AUTHORITY		.17										
	BRS												
7	IPR							.15		-.21			
	BRS												
8	IMPLEMENTATION		.16				.16						.15
	BRS												
9	SELF-ASSERTION							.19					
	BRS												
10	INITIATION												.16
	BRS												
11	SOLVER									-.14			
	BRS												
12	AGGRESSION		.15		.16						.20		.24
	BRS												
13	ANXIETY								-.22		-.16		-.18

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT												
3	READING ACHIEVEMENT												
4	G.P.A.						.16		.16				.23
	BRS												
5	TASK ACHIEVE.												.16
	BRS												
6	AUTHORITY			.14									.14
	BRS												
7	IPR							.16					
	BRS												
8	IMPLEMENTATION						.15	.14					.15
	BRS												
9	SELF-ASSERTION							.20					
	BRS												
10	INITIATION												.17
	BRS												
11	SOLVER			.15									
	BRS												
12	AGGRESSION				.16						.17		.22
	BRS												
13	ANXIETY					.14			-.22		-.15		-.17

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT												
3	READING ACHIEVEMENT												
4	G.P.A. BRS						.15		.17				.17
5	TASK ACH. BRS								.17				.18
6	AUTHORITY BRS								.16				.18
7	IPR BRS		-.20					.18					
8	IMPLEMENTATION BRS								.19				.19
9	SELF-ASSERTION BRS							.20					
10	INITIATION BRS								.20				.21
11	SOLVER BRS							.16	.14				
12	AGGRESSION BRS		.15		.20				.18		.24		.29
13	ANXIETY					.21			-.17		-.22		-.21

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.		108 ATTITUDE TOTAL	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH ACHIEVEMENT										
3	READING ACHIEVEMENT										
4	G.P.A. BRS	.19	.22		.17						.18
5	TASK ACH. BRS		.14								
6	AUTHORITY BRS							.16	.15		
7	IPR BRS		-.28					.22			-.14
8	IMPLEMENTATION BRS		.14	-.15							
9	SELF-ASSERTION BRS		-.17								
10	INITIATION BRS		.16								
11	SOLVER BRS										
12	AGGRESSION BRS				.14			.16	.18		
13	ANXIETY		-.28		-.17	-.15	-.17	.18			-.23

FIGURE 3

CRUCIAL TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		99 POS. AFF. AUTHORITY		39 POS. AFF. ANXIETY		41 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH ACHIEVEMENT												
3	READING ACHIEVEMENT												
4	G.P.A.				-.16								
	BRS												
5	TASK ACH.												
	BRS										.14		
6	AUTHORITY												
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION												
	BRS												
10	INITIATION												
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY				.23								

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						-.14
	DEPRESSIVE						
105	AGGRESSION						.14
	HOSTILE						
87	AUTHORITY						
	DEPRESSIVE						
88	AUTHORITY					.18	
	HOSTILE						
96	ANXIETY					-.15	-.16
	DEPRESSIVE						
97	ANXIETY					.17	
	HOSTILE						
78	IPR						-.16
	DEPRESSIVE						
79	IPR						
	HOSTILE						
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE						
	TOTAL						
114	DEPRESSIVE					.19	

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH.		6 BRS AUTHORITY		7 BRS IPR		8 BRS IMPLEMENT.		9 BRS SELF-ASST.		10 BRS INITIATION		11 BRS SOLVER		12 BRS AGGRESSION		13 BRS ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	HOSTILE																		
104	AGGRESSION				-.14		.22				.15								.17
	DEPRESSIVE																		
105	AGGRESSION	.14										.16							
	HOSTILE																		
87	AUTHORITY																		
	DEPRESSIVE																		
88	AUTHORITY																		
	HOSTILE																		
96	ANXIETY								-.16				-.15				-.14		.22
	DEPRESSIVE																		
97	ANXIETY																		-.23
	HOSTILE																		
78	IPR		-.16		-.20				-.20				-.22		-.17		-.19		.18
	DEPRESSIVE																		
79	IPR											.14							-.15
	HOSTILE																		
69	TASK ACH.																		.16
	DEPRESSIVE																		
70	TASK ACH.																		
	TOTAL																		
113	HOSTILE				-.19				-.18				-.21				-.22		.26
	TOTAL																		
114	DEPRESSIVE	.15		.15				.14				.19							-.25

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA		219 STANCE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.				.24												
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY														-.15		
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION				-.16												
	BRS																
10	INITIATION																
	BRS																
11	SOLVER														-.14		
	BRS																
12	AGGRESSION								-.14								
	BRS																
13	ANXIETY				-.39		-.14						-.17				-.21

FIGURE 3

CHI-SQUARE TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Impulsivement x Criterion measures

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ENCAPSMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
1	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS		.14		.14												.18
5	TASK ACH. BRS		.19														
6	AUTHORITY BRS		.21														
7	IPR BRS								.17								.15
8	IMPLEMENTATION BRS		.21														
9	SELF-ASSERTION BRS								.14								.16
10	INITIATION BRS		.22												-.15		
11	SOLVER BRS								.14								.15
12	AGGRESSION BRS		.16														-.27
13	ANXIETY		-.19		-.31		-.15										

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
1	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS		.19		.21								.16				.23
5	TASK ACH. BRS		.17														
6	AUTHORITY BRS		.20													.16	
7	IPR BRS																
8	IMPLEMENTATION BRS		.20														.14
9	SELF-ASSERTION BRS				-.17												-.15
10	INITIATION BRS		.21														.15
11	SOLVER BRS																
12	AGGRESSION BRS		.18													.14	.15
13	ANXIETY		-.21		-.36												-.30

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 82: There will be a positive relationship between the criterion measures and the story completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA		222 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT												.14		-.15	.14	
4	G.P.A.		.17			.14											
	BRS														-.18		
5	TASK ACH.																
	BRS													.18	-.21	.19	
6	AUTHORITY		.17														
	BRS								.23								
7	IPR																
	BRS													.15	-.19		
8	IMPLEMENTATION		.17														
	BRS																-.15
9	SELF-ASSERTION				-.17	.16											
	BRS													.14	-.21		
10	INITIATION		.18														
	BRS													.17	-.20		
11	SOLVER				-.15	.14											
	BRS								.19						-.14	.15	.18
12	AGGRESSION		.14														
	BRS								.14		-.18						-.22
13	ANXIETY		-.21		-.18												

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Solver x Criterion measures

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT												.14				
4	G.P.A.										-.16						
	BRS		.16		.15												
5	TASK ACH.								.15								
	BRS	.16			.17												
6	AUTHORITY																
	BRS		-.15														
7	IPR																.18
	BRS	.14	.15		.16												
8	IMPLEMENTATION					.19											
	BRS								.15								.17
9	SELF-ASSERTION																
	BRS		.18		.14												
10	INITIATION																
	BRS						.15										
11	SOLVER																
	BRS																-.16
12	AGGRESSION																
	BRS				-.18												
13	ANXIETY																

CHICAGO TABLES OF [illegible] CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSIO		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIE 7		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																.16
4	G.P.A.				.16												
	BRS																.19
5	TASK ACHIEVE.		.22		.16		.16		.21		-.14						
	BRS																
6	AUTHORITY	.14			.14				.15								
	BRS																
7	IPR										-.15						
	BRS																.22
8	IMPLEMENTATION		.19		.15		.17		.18								
	BRS										-.15						
9	SELF-ASSERTION					.19											
	BRS																.21
10	INITIATION		.23		.16		.17		.20								
	BRS														-.14		
11	SOLVER								.16								
	BRS																.18
12	AGGRESSION		.14				.17		.18								
	BRS																-.18
13	ANXIETY				-.25												

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Outcome x Criterion measures

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT													.14		.23	.15
4	G.P.A.	.19			.19												
	BRS				.19					.14						.17	.18
5	TASK ACHIEVE.																
	BRS				.20											.15	.17
6	AUTHORITY																
	BRS																
7	IPR																.21
	BRS	.14			.20												
8	IMPLEMENTATION																
	BRS								.14					.15			.22
9	SELF-ASSERTION																
	BRS				.21												
10	INITIATION																.20
	BRS														-.16		-.15
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS				-.15												
13	ANXIETY																

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL. OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.									.26						.19	
	BRS																
5	TASK ACH.									.15					.18		.16
	BRS																
6	AUTHORITY									.15							
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION									.14					.17		.16
	BRS																
9	SELF-ASSERTION		-.16														
	BRS																
10	INITIATION									.14					.16		.19
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION											.16					
	BRS																
13	ANXIETY													-.15	-.22		-.16

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.	.14	.14		.17								.14			.19	.18
	BRS																
5	TASK ACHIEVE.		.20		.16											.15	.17
	BRS																
6	AUTHORITY		.19		.17											.17	.14
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION		.22		.16												.21
	BRS																
9	SELF-ASSERTION					.22											
	BRS																
10	INITIATION		.24		.17				.16								.21
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION		.18				.17										.19
	BRS																
13	ANXIETY		-.17		-.30												-.26

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.		.17	.17	.17			.15				.14				.23	
	BRS																
5	TASK ACHIEVE.		.16	.14													
	BRS																
6	AUTHORITY		.18														
	BRS																
7	IPR										-.16						-.16
	BRS																
8	IMPLEMENTATION		.19														
	BRS																
9	SELF-ASSERTION				-.14		-.14	-.14									-.17
	BRS																
10	INITIATION		.18														
	BRS																
11	SOLVER						-.14										
	BRS																
12	AGGRESSION	.14	.19							.13							
	BRS																
13	ANXIETY		-.19		-.32												-.27

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-3RS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	C.P.A.											.15				.15	
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY												.18				
	BRS																
7	IPR											.15	.16				
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION												.22				
	BRS																
10	INITIATION																
	BRS																
11	SOLVER					-.15											
	BRS																
12	AGGRESSION											.20		.15	-.14		
	BRS																
13	ANXIETY																

FIGURE 3

CHICAGO TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Negative Affect Hero, Criterion measures

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 HA - TA		230 NEG. AF. HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS									.22		.14					
5	TASK ACH. BRS									.20							
6	AUTHORITY BRS				-.16				.16	.16							
7	IPR BRS		.16							.15		.16					
8	IMPLEMENTATION BRS									.25		.18				.17	
9	SELF-ASSERTION BRS	.15										.16					
10	INITIATION BRS									.23		.14				.14	
11	SOLVER BRS									.20		.20					
12	AGGRESSION BRS									.21							
13	ANXIETY	.14	.17			.18			-.14			.19				.20	

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
117	SELF-CONCEPT				.26	.66	.70	.62	.64
118	PARENT/CHILD INTERACTION		.26			.55	.60	.55	.66
119	MOTHER INTERACTION	.66	.70	.55	.60			.44	.35
120	FATHER INTERACTION	.62	.64	.55	.66	.44	.35		

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
82	AUTHORITY ATTITUDE	.25	.34		.33	.23	.33	.26	.35
83	AUTHORITY STANCE			.19		.15		.19	
84	AUTHORITY ENGAGEMENT		.14						
85	AUTHORITY AID/ADVICE							.14	
86	AUTHORITY COPING EFF.	.14	.20			.16	.15	.19	
90	AUTHORITY POS. AFFECT								

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
87	AUTHORITY HOSTILE AFF.		-.25				-.17		-.14
88	AUTHORITY DEPRESSIVE AFF.	-.16	.16		.17		.15		.16

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
108	TOTAL ATTITUDE	.24	.37		.35	.23	.35	.23	.39
109	TOTAL STANCE							.17	
110	TOTAL ENGAGEMENT						.15	.15	
111	TOTAL AID/ADVICE				.16		.14	.16	
112	TOTAL COPING EFF.	.16	.22		.22	.17	.25	.22	.18
116	TOTAL POS. AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
113	TOTAL HOSTILE AFF.		-.22			-.16	-.20	-.16	
114	TOTAL DEPRESSIVE AFF.		.20		.17		.18		.18

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
177	STORY FIVE STANCE		.18		.12				.19
178	ENGAGEMENT		.18		.13				.17
179	INITIATION		.23		.15				.22
180	AID/ADVICE						-.15		.15
181	SOLVER								
182	IMPLEMENTATION				.20				.16
183	OUTCOME EVALUATION								
184	OF OUTCOME COPING								
185	EFFECTIVENESS RESPONSE		.17						.16
186	LENGTH POSITIVE				.16		.19		
187	AFFECT HERO								
190	INSTRUMENTALITY		.15						

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
188	STORY FIVE NEGATIVE AFFECT HERO								

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT		118 PARENT CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY FOUR	10	14	10	14	10	14	10	14
	ANXIETY								
163	STANCE								.15
164	ENGAGEMENT				.19				.20
165	INITIATION				.29				.25
166	AID/ADIVCE								.22
167	SOLVER								
168	IMPLEMENTATION								
169	OUTCOME EVALUATION								
170	OF OUTCOME COPING								
171	EFFECTIVENESS RESPONSE				.23				.16
172	LENGTH POSITIVE	.16			.19				
173	AFFECT HERO								
176	INSTRUMENTALITY				.19				

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT		118 PARENT/ CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY SIX	10	14	10	14	10	14	10	14
	ANXIETY								
191	STANCE								.14
192	ENGAGEMENT								.15
193	INITIATION								
194	AID/ADVICE								
195	SOLVER		.15						.15
196	IMPLEMENTATION								.15
197	OUTCOME EVALUATION							-.14	
198	OF OUTCOME COPING				.18				
199	EFFECTIVENESS RESPONSE								.16
200	LENGTH POSITIVE				.15		.22		
201	AFFECT HERO				.23		.14		.16
204	INSTRUMENTALITY								.16

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT		118 PARENT CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FOUR								
174	NEGATIVE AFF.								
	STORY SIX								
202	NEGATIVE AFF.				.16				

CHECKED TABLES OF [illegible] CORRELATIONS - STAGE III

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTALS								
219	STANCE								.15
220	ENGAGEMENT		.14		.28		.15		.23
221	INITIATION		.21		.31		.21		.27
222	AID/ADVICE		.15		.25				.28
223	SOLVER		.16		.28		.19		.21
224	IMPLEMENTATION				.32		.15		.24
225	OUTCOME		.14		.26		.17		.18
226	EVALUATION OF OUTCOME								
227	COPING EFFECTIVENESS		.17		.32		.19		.26
228	RESPONSE LENGTH				.18		.16		
229	POSITIVE AFFECT HERO								
232	NEGATIVE INSTRUMENTALITY	.15	.16		.19				.18

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO								

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SAI								
38	AUTHORITY		.21		.24		.25		.19
	SAI TOTAL								
42	SCORE		.23		.27		.27		.24

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT.	
		10	14
	OCC.VALUE FOLLOW		
28	FATHER		

FIGURE 3

CHICAGO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	OCCUPATIONAL VALUES INVENTORY	10	14	10	14	10	14	10	14
14	ALTRUISM		.16	.15	.15		.15		.22
15	ESTHETICS								
16	INDEPENDENCE			-.15					
17	MANAGEMENT								
19	SELF-SATISFACTION								
20	INTELLECTUAL STIMULATION								
21	CREATIVITY								
27	VARIETY								
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	OCC. VALUES INV. EXTRINSIC	10	14	10	14	10	14	10	14
18	SUCCESS	-.15							
22	SECURITY			.17					
23	PRESTIGE								
24	ECONOMIC RETURNS								
25	SURROUNDINGS				-.14				-.22
26	ASSOCIATES								
28	FOLLOW FATHER			-.23					
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation-Child Aspiration

		120 FATHER INTERACT.	
	OCC.INT. INV.	10	14
	FATHER'S OCC.		
35	CHILD'S ASP.		

TABLE 3

CORRELATIONS OF CRITERIAL CONSTELLATIONS - SAMPLE III

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life

VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total scores

		117 SELF-CONCEPT 14	118 PARENT CHILD INT. 14	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 14
	VIEWS OF LFIE				
	LOCUS OF				
43	CONTROL				
	ACADEMIC				
44	LOCUS OF CONT.				
	ACTION -				
45	INACTION				
	IMMEDIATE -				
46	DELAYED				
	RATE OF				
47	ACTION	-.15	-.15	-.20	-.15
	INTRINSIC -				
48	EXTRINSIC				
	TASK ACH. -				
49	I/R				
	COMPETITION -				
50	CO-OPERATION				
	INDEPENDENT -				
51	INTERDEPENDENT				
	EARNED STATUS				
52	BESTOWED STATUS			.17	
	CONFRONT -				
53	AVOID				
	SELF-INITI.				
54	OTHER INITI.				
	SELF SOLVER				
55	OTHER SOLVER				-.18
	SELF-JOINT				
56	IMPLEMENTATION				
	INSTRUMENT -				
58	FANTASY				
	CONT./EXPRESS-				
59	IVITY & ACCEPT.				
	ACT./PASS.				
60	UNDER STRESS				
	POS./NEG.				
61	SELF-CONCEPT		-.15		-.17
	VIEW OF				
62	LIFE		.14		
	TOTAL				
63	SCORE				

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT 10	14	118 PARENT CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN								
2	MATH								
3	READING								
	GRADE								
4	POINT AVERAGE								

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL								
	POS. NOMINA.								
6	AUTHORITY				.16				

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS								
	TOTAL POSITIVE								
8	NOM. IMPLEMENT.				.15				
	TOTAL POSITIVE								
10	NOM. INITIATION				.17				
	TOTAL POSITIVE								

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

AUSTIN TEN-YEAR-OLD UPPER-LOWER MALES

Aptitude and Achievement

These boys received low Aptitude scores in both Stage I and Stage III, being ranked sixth and eighth respectively. They also received quite low Grade Point Averages in both Stage I and Stage III, being ranked eighth and seventh respectively.

There were no significant differences in Stage III that did not appear in Stage I. However, two significant Stage I differences were not quite repeated in Stage III. In Math and Reading Achievement scores, in Stage I, these boys stood in seventh and in eighth places respectively. In Stage III, they were below any of the middle-class groups, but not by a large margin. They were not quite as low as the other working-class groups, in Stage III.

Behavior Rating Scales

There was no pattern of differences which distinguished this group in the same way in both Stage I and Stage III. In fact, this group was not differentiated significantly from any other group on any of the Stage III BRS variables.

However, in Stage I, these boys were significantly low on Academic Task Achievement, Authority, Interpersonal Relations, and the Summary Score. They were somewhat high only on Self-Assertion.

Occupational Values Inventory

In both Stage I and Stage III these boys received significantly high mean scores on Creativity (first both times) and on Follow Father (third and second) compared to other groups. They received significantly low scores in both stages on Self-Satisfaction (eighth and seventh) and on Associates (eighth both times).

Findings observed in Stage III, but not in Stage I, were the significantly high score for this group on Prestige (second) and the significantly low score on Security (eighth).

Significant findings in Stage I which were not replicated in Stage III included the low mean scores for this group on Altruism (seventh), Independence (eighth), and Total Intrinsic scores (sixth).

Turning now to the intra-group ranking of values, these boys ranked highest (compared to their ranking of other values) in Stage I and Stage III the values of Intellectual Stimulation and Creativity. They ranked relatively low in both Stage I and Stage III the values of

Esthetics, Independence, Management and Success.

Ranked highly within this group in Stage III, but not in Stage I, were the values of Prestige and Economic Returns.

The values of Altruism and Security were ranked highly in Stage I, but this finding was not replicated in Stage III.

Occupational Interest Inventory

These boys had a significantly low Occupational Expectation in both Stage I and Stage III.

In Stage III these boys received the third highest discrepancy score between the Father's Occupation and the Child's Aspiration. (They were also second lowest on the status level of the Father's Occupation.)

The only Stage I finding not replicated in Stage III concerned the Child's Occupational Aspiration level. In Stage I these boys had the lowest aspiration level of all groups, but this did not appear in Stage III.

Educational Aspiration

These boys did not differ significantly from other groups on this variable in Stage III. However, in Stage I they had the second lowest Educational Aspiration level of all groups and the lowest of all male groups.

Social Attitudes Inventory

It is impossible to make comparisons between Stage I and Stage III findings for this instrument since not only was the instrument completely revised but also the scoring and scaling systems generated different variables; thus, only Stage III results will be reported.

The only significant Stage III finding involved the area of Task Achievement where these boys received the second highest score, indicating that they perceived themselves as good copers in this area.

Sentence Completion

For the Task Achievement scales, this group of boys did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

In the Interpersonal Relations area there were no findings which were similar in both Stage I and Stage III.

In fact, these boys did not differ significantly from other groups on any of the Stage III variables in this area.

In Stage I they were significantly low on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect (eighth in all cases) and highest on Frequency of Negative Affect.

In a like manner, in the area of Authority there were no similarities in the findings for this group between Stages I and III. Again, in Stage III this group did not differ significantly from other groups on any variable in this area. In Stage I this group received the highest score on Engagement.

Also, in the area of Anxiety there were no similarities in the findings between Stages I and III. Again, in Stage III there were no significant differences involving this group for any of the variables. In Stage I they differed significantly on Engagement, where they received the highest score.

The same general pattern was observed in the area of Aggression. That is, there were no findings similar in Stages I and III. The group did not differ singificantly from other groups on any of the Stage III variables, whereas in Stage I they received the lowest score on Stance and Engagement.

A similar pattern was observed for the Sentence Completion Total scores. This group did not differ significantly from other groups on any of the Total scores for either Stage I or Stage III.

For the Parent/Child Interaction items there were no findings which were similar for both Stages I and III. In Stage III this group did not differ significantly from other groups on any of the four variables. In Stage I they had received the highest score on Interaction with Father.

Story Completion

Comparisons between Stage I and Stage III findings are complicated by the extensive revisions of the stimulus stories, along with the changes in the scoring and scaling systems.

First, the Coping Effectiveness ratings for stories which are identical or similar between Stages I and III will be described. There were no similar findings between Stages I and III for this group on any of the individual Story Coping Effectiveness ratings or in the overall Coping Effectiveness rating. In fact, this group did not differ significantly from any other group on any of the Coping Effectiveness ratings for Stage III. (It should be pointed out here, to save repetition in the future, that no group differed significantly from any other group on any of the Coping Effectiveness ratings, in Stage III, except for one small difference in Interpersonal Relations. Therefore, Stage III Coping Effectiveness ratings will not be discussed any further.)

In Stage I these boys were significantly low (lowest of all groups) on five of the Coping Effectiveness ratings, as well as the Total Coping score. These were Aggression, Authority Relations (Mother), Anxiety, and both Interpersonal Relations stories.

Turning now to the coping style dimensions, a few introductory remarks are in order. In Stage I only total coping style dimensions were obtained, whereas in Stage III both individual story and total scores were obtained; therefore, the comparison of total scores to total scores will be the most legitimate, though others will be discussed. In addition, there were new coping style variables added in Stage III. Naturally, comparisons involving these new variables cannot be made.

There were no common findings between Stages I and III for these boys on any of the coping style variables which were scored alike in the two versions of the instrument. The only outstanding findings for Stage III involving this group were in the Affective area and in Response Length. They were significantly low on all stories and on the overall mean for Response Length; their stories were the shortest of all groups'. In addition, on the Total Affect score (whether Hero or Others) they were lowest on Stories Two (IPR) and Five (Authority) and they were lowest on the Mean Affect score. On Negative Affect expressed by Hero, they were lowest, again, on Stories Two and Five. Another significant finding was their highest rating on Engagement and Initiation for Story Two (IPR) and their highest standing on Aid/Advice in Story Five (Authority) indicating that they tended not to seek advice in a problem situation where the seeking of advice would be considered desirable behavior. Finally, they were lowest of all groups on Instrumentality for Story Four (Anxiety).

In Stage I these boys were lowest of all groups on Mean Engagement and Initiation and were also lowest on "Sociability."

Interpretive Comments

The findings concerning Aptitude and Grade Point Average seem to indicate both a lack of potential and a lack of adequate performance in the classroom, though in Stage III their Math and Reading Test scores were not as markedly below par as had been the case in the Stage I sample. The standings for this group were quite similar in both analyses. Their average standing (in Stage III) on Mathematics and Reading Achievement would seem to indicate that these boys have acquired more skills than are demonstrated in their actual school performance, as their teachers judge it (GPA). It should also be noted here that there were fewer significant differences among the eight subsamples in Stage III than in Stage I, on the two achievement test measures. Considering the ten-year-old sample, only, these boys were lowest of the four groups in Stage I and second lowest in Stage III. Thus, the relative standings are changed very little, but the score of the differences in Stage III is considerable smaller.

There may have been slight changes in the makeup of the samples between Stage I and Stage III. That is, since there is a numerical range which defines the upper-lower class, and another defining the upper-middle class, any subject with a score "within-range" will be assigned to the social class defined by that range. What might have happened is the following: the mean SES score for the upper-lower class sample could have been slightly higher in Stage III than in Stage I; while the mean SES score for the upper-middle class sample could have been slightly lower in Stage III. This would result in a more homogenous group of subjects overall and could, thus, diminish the number of significant differences, especially those involving social class. (Distribution statistics remain to be generated for the data making up the SES score, so the answer to this question must await the availability of comparative data.) In Austin, too, it was necessary to draw the Stage III samples from different schools, in part, than in Stage I, because of demographic shifts in the school population, over just the three-year period.

There have been some slight changes, at least in some schools, in teaching procedures or in curricular resources which might lead to slight differences in these achievement test results. That is, some teachers may have taught subject matter in such a manner that children in the Stage III classes were better prepared for handling the material in the two achievement tests than the children in Stage I.

Whatever the true explanation may be, the distinct reduction in the social-class difference in Achievement Test scores, from 1965 to 1968, is a notable and important fact. Clearly, in the 1968 sample, the working-class children were leading more effectively than were their counterparts in 1965.

The fact that this group was not differentiated on any of the BRS items on Stage III, but was the lowest overall group in Stage I may be related in part to the different scoring procedure followed in Stage III. For indeed, if these boys are perceived as being so ineffective in areas measured by the BRS, then they would be expected to receive a large number of "negative" nominations, rather than simply fail to be nominated positively. The fact that the Stage III scores were determined by positive nominations, only, may account for this failure to differentiate the group on any of the items. Certainly, their low peer ratings in Stage I were consistent with other data concerning the earlier group of boys.

The strongest results from the Occupational Values Inventory (standings replicated in both analyses) were those placing this group high on Creativity and Follow Father, and low on Self-Satisfaction and Associates (compared to rankings of these values by the other groups). The high score on Creativity is not readily explicable, but the preference for Follow Father (shared by the ten-year-old upper-middle class boys) may be explained in terms of the ten-year-old males' rather close

identification with the father, regardless of the status of the father's job. It is not illogical that these boys should score low on Self-Satisfaction since this is one of the more abstract "Intrinsic" values and, as such, probably rather poorly understood by these young boys. The relatively low ranking of Associates is probably related to the lack of any strong differentiated interpersonal concerns in these young boys. Looking at the intra-group rankings, there is a consistent pattern for these boys to rank highest Intellectual Stimulation and Creativity, both Intrinsic values. Again, no explanation is readily available and one wonders whether the wording of the statements representing these values is misconstrued by younger children. Three of the four consistently low ranked values are Intrinsic ones, where one would not expect a group of young lower-class boys to value such statements. "One would not expect such values to be highly esteemed because of a lack of knowledge of the nature of inner satisfactions which come to be valued with more maturity and ego-development. At this age children would be more concerned with the external rewards deriving from work rather than the satisfactions gained from the work process itself."

The reported good coping on Task Achievement problems present in the Social Attitudes Inventory is not consistent with their Aptitude and Grade Point Average standings or with any other evidence concerning Task Achievement for this group. Of course, almost half of the Task Achievement items in this instrument concern "Nonacademic" work or chores at home. Since there is not necessarily a correlation between performance of chores at home and classroom performance, this may account for the discrepancy with their actual school achievement. It is also possible that the obviousness of the "socially desirable" items in this instrument led to inflated scores.

The Sentence Completion totally failed to differentiate these boys from other groups in Stage III. The standing of this group was rather low in Stage I. Explanations for this failure to discriminate in Stage III are not readily apparent, since a majority of the items remained the same, and the scoring and scaling systems were changed very little. The only major changes were in the scaling of Stance, the separation of Negative Affect into its two component parts, and the addition of the Aid/Advice scale, which should have had no effect on other scales.

Likewise, there was a complete lack of agreement between the Stage I and Stage III findings concerning these boys for the Story Completion instrument. However, the stories were modified and the scoring and scaling systems extensively changed. The Coping Effectiveness ratings give contradictory evidence since, though these boys were consistently low in Stage I, they did not differ from other groups on any Story in Stage III. The same lack of consistency was observed for the Coping Style dimensions. The consistently-low standing in Stage III on

Response Length is probably related to this group's poor academic competence, which included a lack of writing skills. The only story where these boys stood out was on the Interpersonal Relations Story involving the boys playing at the end of the street. Here, they were highest on Engagement and Initiation. This may simply indicate that these young boys could more readily identify with the situation presented in this story.

In general, there were fewer significant differences between this group and the other groups in Stage III than in Stage I.

AUSTIN TEN-YEAR-OLD UPPER-LOWER FEMALES

Aptitude and Achievement

These girls received significantly low scores on the Reading Achievement Test in both Stage I (fifth place) and Stage III (seventh place).

There were no significant differences observed for this group in Stage III that were not present in Stage I. However, there was one significant Stage I difference which was not replicated in Stage III. In the Stage I Mathematics Achievement Test, these girls received the third lowest score; though still low in Stage III, they did not differ significantly from the other groups.

Behavior Rating Scales

In comparing Stage I with Stage III BRS, it should be recalled that in Stage I both positive and negative nominations were utilized; while in Stage III only the positive nominations were used.

There was no pattern of differences which distinguished this group in both Stage I and Stage III. In fact, this group did not differ significantly from other groups on any of the Stage III BRS items, though their scores were generally quite low.

In Stage I, they received the highest score of all groups on Authority and Interpersonal Relations; the second highest score on Academic Task Achievement, Coping with Aggression, and the Summary score; the second lowest score on Resistance to Becoming Upset; and the lowest score on Self-Assertion.

Occupational Values Inventory

In both Stage I and Stage III, these girls received significantly high scores on Intellectual Stimulation (first in both cases). They also received significantly low scores on Success and Accomplishment (seventh, eighth), Follow Father (seventh in both cases), and on Total Extrinsic Values (seventh, eighth) in both analyses.

Stage III findings which were not true in Stage I included these girls' high ratings (compared to other groups) of Self-Satisfaction, Variety, and Total Intrinsic values. It also included low ratings of the values of Independence and Friendly Associates.

Stage I findings not replicated in Stage III include the relatively high mean scores of these girls for the values of Esthetics, Prestige, and Surroundings, and the low mean score for Self-Satisfaction. For this latter value, it may be noted that the Stage I and Stage III findings were just the opposite. That is, in Stage I they were significantly low in valuing Self-Satisfaction; while in Stage III they were significantly high on this value.

Turning now to the intra-group ranking of values, these girls ranked Intellectual Stimulation, Self-Satisfaction, and Altruism highly in both Stage I and Stage III, compared to their ranking of other values. Four other values received low rankings by this group in both Stage I and Stage III: Management, Success, Independence, and Follow Father.

In Stage III these girls rated the value of Friendly Associates as one of the top four values. In Stage I they rated Variety as one of their top four values, a finding which was not replicated in Stage III.

Occupational Interest Inventory

In both Stage I and Stage III these girls showed significantly high discrepancy scores between the Father's Occupational level and their own Occupational Aspirations. Additional findings in Stage III include their significantly low Occupational Aspiration and Expectation (lowest of all groups). Also, the status level of the Father's Occupation was the lowest of all groups.

Significant findings in Stage I which were not analyzed in Stage III were that these girls received the highest discrepancy scores when both their Father and their Mother's Aspirations for them were compared to their own Occupational Aspiration.

Educational Aspiration

These girls did not differ significantly from other groups in Stage III as to their Educational Aspiration level. However, in Stage I, they had the lowest Aspiration of all groups tested.

Social Attitudes Inventory

As mentioned earlier, Stage I - Stage III comparisons cannot be made for this instrument. In Stage III, these girls received the highest Coping score of all groups on Task Achievement and Authority relations. They also received the highest Total Coping score across all five behavioral areas. In short, their self-described effective-

ness markedly exceeded their actual effectiveness as gaged by both objective achievement evidence and peer BRS ratings.

Sentence Completion

In the Task Achievement area, there were no scales on which these girls received significantly high or low scores in both Stage I and Stage III.

In Stage III, these girls were the lowest of all groups on Aid/Advice, that is, they more frequently sought aid or advice than did other groups. In Stage I, this group was lowest of all groups on Coping Effectiveness and Frequency of Positive Affect.

In the Interpersonal Relations area there were no findings which were similar in both Stage I and Stage III. In fact, these girls did not differ significantly from other groups on any of the scales in this area in Stage III. In Stage I, their only significant score was that for Stance, where they were second lowest of all groups.

In the area of Authority, in both Stage I and Stage III these girls received the lowest scores of all groups on Stance.

In Stage III these girls also expressed more Depressive Affect than any other group.

The only Stage I finding not replicated in Stage III was for the Attitude Scale, where this group had earlier expressed the most positive attitude of all groups.

In the area of Anxiety, since there were no significant subgroup differences in Stage III, there naturally were no similarities between Stage I and Stage III. In Stage I these girls received the lowest score on Coping Effectiveness, the second lowest score on Stance and Frequency of Neutral Affect, and the highest score on Frequency of Negative Affect.

In the area of Aggression there were no significant differences observed for this group of girls in either Stage I or Stage III.

In the Sentence Completion Total Scores, there were no similar findings for this group involving both Stage I and Stage III.

In Stage III, these girls expressed more Depressive Affect than did any other group. Stage I findings not replicted in Stage III included this group's receiving the lowest score of all groups on Stance and Coping Effectiveness but the highest score on Attitude.

On the Parent/Child Interaction items, these girls did not differ significantly from other groups on any scale in either Stage I or Stage III.

The Reality/Fantasy Achievement Discrepancy score did not quite differentiate these girls significantly from other groups in either analysis, although they were almost as unrealistically optimistic as the two lowest groups (the fourteen-year-old upper-lower class children) in Stage III.

Story Completion

As indicated earlier, no Stage III differences in Coping Effectiveness were found. In Stage I, this group differed only on Story Seven (IPR), where they were second lowest.

Turning to coping style dimensions, again there were no similarities between Stages I and III. The only Stage III differences observed involved their highest rating on Story Six (Anxiety) Outcome and on Story Four (Anxiety) Evaluation of Outcome. In Stage I they did not differ on any of the coping style variables.

Interpretive Comments

These girls were somewhat below average on all Aptitude and Achievement measures in both Stages I and III, but, as a rule, not quite so low as their upper-lower class male counterparts. These girls usually ranked highest or second highest of all upper-lower class groups, indicating perhaps a greater academic motivation at this age level on the part of these girls.

The uniformly low, though non-significant, scores on the Stage III BRS do not coincide with the Stage I findings. For in Stage I, with the exception of Self-Assertion, these girls were ranked highly on all items where their scores were significant. One can only surmise that the differences may be due in part to the lack of use of the negative ratings in Stage III. That is, these girls may have received the higher scores in Stage I due partly to a sparsity of negative ratings, rather than due to a high frequency of positive ratings. In that case, the scores would drop in Stage III. Another possible interpretation lies in a potential difference in the socioeconomic makeup of the schools where these children were tested in Stages I and III. That is, if these children came from predominantly upper-lower class schools, one might expect them to stand out as being more competent than they would if rated in schools with a large proportion of upper-middle class children. The latter would be apt to receive the higher competence ratings by classmates, in general. Thus, if in Stage III there were more upper-middle class children rating (and being rated), it could partially explain this drop in score for the upper-lower females in Stage III. One cannot draw any definitive conclusions concerning this group, based on the combined data from the two stages.

In the Occupational Values Inventory one should draw the strongest conclusions from those values which were ranked similarly in both

studies. The most consistent pattern was the intra-group rankings of the least desired values in both Stages I and III. For in each case they chose less frequently, compared to their choice of other values, Management, Success, Independence, and Follow Father. These rather practical and unglamorous attributes would not be expected to be held in high esteem by young girls from a working-class background. That they chose not to follow in the father's career is expected because (a) they are females, and (b) the status level of their father's occupation is not very high. Also quite consistent were the intra-group rankings of the most desired values, where they chose in both studies Intellectual Stimulation, Self-Satisfaction, and Altruism. These are intrinsic and idealistic values which perhaps reflect a desire for more environmental and intellectual enrichment and satisfaction. The Stage III choice of Variety also reflects this same need perhaps to escape a rather humdrum existence. The desire to help others may reflect a projection of their own awareness of unsatisfied needs.

The consistent high frequency of choice (compared to other groups) of Intellectual Stimulation tends to confirm the earlier remarks concerning the intra-group popularity of this variable. Compared to other groups, they consistently ranked low the values Success, Follow Father, and Total Extrinsic values. Again, this is consistent with their within-group ranking of these values, thus reinforcing the view of this group as desiring internal enrichment and mental satisfaction and rating rather low those extrinsic values often accompanied by material and social success in this culture.

While on the subject of occupational concerns, in neither study did these girls aspire to (or expect to achieve) a high level occupation in the future (though only Stage III findings were significant, placing them lowest of all groups). However, in both studies they aspired to jobs of higher level than that held by their fathers. Their Educational Aspirations were not high either, though they were significantly low only in Stage III. These low aspiration and expectation levels are consistent with their lack of concern with materialistic middle-class values. It was interesting to note that, compared to their own aspirations, they viewed both of their parents as having relatively low aspirations for them; thus, any goals they may have, it may be assumed, are not being encouraged by their parents.

That these girls saw themselves (in the Social Attitudes Inventory of Stage III) as being the best copers in areas Task Achievement, Authority, and in Total scores coincides with their BRS ratings in Stage I and lends some support to these earlier findings. The Stage I Social Attitudes Inventory results indicate that their method of coping is that of "Passive" coping as they were highest on Passive Coping and Defensive behavior. This passive "obedience" may account for their apparently good relations with Authority.

Turning now to Sentence Completion, we will first consider Task Achievement. Though there were no common findings in Stages I and III, all significant differences placed this group lowest of all groups (contrary to the BRS and SAI findings - Stage III).

In the Interpersonal Relations area this group was not outstanding in either Stages I or III (except for a low Stance score in Stage I). This agrees with SAI for Interpersonal Relations, but disagrees with Stage I BRS ratings.

In the Authority area, though they showed positive attitudes in Stage I, the other (and few) findings in both studies were negative. On a majority of scales they did not differ from other groups. These findings disagree with Stage I BRS findings and Stage III Social Attitudes findings. Thus, any concrete interpretation is questionable. One can, of course, always surmise that the difference in item wording and format is essentially asking about different areas of Authority relations.

In the Anxiety area they demonstrated unusually poor behavior in Stage I but did not differ from other groups in Stage III. Stage I findings agree with Stages I and III BRS findings where, though non-significant, these girls were rated poor. The Anxiety items from the Stage III Social Attitudes Inventory did not differentiate this group. It would probably be safe to assume that these girls do not handle their anxiety well, though totally consistent, significant evidence is lacking.

In both Stages I and III these girls did not differ from other groups on any Aggression scales. Stages I and III BRS items also fail to differentiate this group, as well as the Stage III Social Attitudes Scale concerning Aggression. Apparently, then, they are not outstanding in any manner in their dealings with aggressive behavior from others; and when one recalls their high score on Passive Coping from Stage I, it may be surmised that they simply react by acceptance and, thus, are not outstanding.

The Total scores, though inconsistent between Stages I and III are, (with the exception of Stage I Attitude) when significant, unfavorable for these girls, as they manage to achieve quite low scores in Stance and Coping Effectiveness along with a high degree of Depressive Affect.

Nothing can be said from the data concerning Parent/Child Interaction since in neither study did these girls differ from other groups on any items. This is consistent with most other data concerning Authority relations, i.e., they are not outstanding.

The Reality/Fantasy Achievement Discrepancy score also did not strongly differentiate these girls in either study. Their discrepancy scores were quite small in both cases, indicating perhaps a rather

accurate assessment of their own academic skills, which are not too outstanding.

Turning now to Story Completion, let us again first examine Task Achievement. In neither Stage I nor Stage III did these girls differ from other groups on either the Academic Task Achievement item or the Nonacademic item. This lack of significant differences is more in line with Sentence Completion data than with Task Achievement data gathered from other sources.

In the Interpersonal Relations area there is also very little significant evidence concerning these girls (only a low Coping Effectiveness rating on one of the two Stage I IPR stories). This finding is in agreement with most other findings except for Stage I BRS. That is, they are just not outstanding.

In the area of Aggression these girls also did not show significant differences in either Stages I or III. This is in agreement with data from other instruments in both studies.

In the Anxiety area few differences appear. Outstanding only is the fact that in both Stage III Anxiety stories they were ranked high as perceiving successful outcomes to anxiety-producing problem situations. This could be partly a result of naivety expected from young girls, or could be due to a reaction-formation against their own fears of being unable to cope with Anxiety as indicated by data gathered from other sources.

None of the Authority items in either Stages I or III differentiate these girls from other groups. This is more consistent with Sentence Completion data than with data obtained from the BRS and SAI. In Stage I the Authority items dealt with the mother and the father; in Stage III with the teacher, thus one cannot attribute lack of significant results to the fact that only one type of Authority relation was tested.

The Total scores on the Story Completion did not differentiate this group in either Stage I or Stage III. This applies to Coping Style and to Coping Effectiveness ratings.

One cannot, overall, draw any firm conclusions regarding this group as to whether they are effective or ineffective copers due to (a) contradictory evidence, and (b) lack of significant findings. These girls generally stand somewhere in the lower part of the middle range and perhaps cope by "passive" methods, being generally cheerful and acquiescent in classroom settings. There does seem to be evidence that they have problems in the Affective area and that they handle anxiety somewhat poorly. They are not yet of the age to demonstrate the overt rebellion and resentment which lowers coping scores and shows up in the older children of their socioeconomic class. As young females in the

lower class, they have probably been taught to behave in a somewhat passive manner and have been given little incentive for the overt demonstration of autonomous skills.

Occupationally and educationally these girls do not expect much. Their Occupational Values pattern seems to reflect a need for a richer and more satisfying environment (both internally and externally) rather than any needs associated with success as viewed by our society. Their values are basically intrinsic. They desire better things for themselves, but not through middle-class channels which include higher education and concerns with extrinsic rewards which accompany future middle-class oriented careers.

AUSTIN TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

There were no findings in common between Stage I and Stage III for this group of boys on any of the Aptitude and Achievement measures.

In Stage III, these boys scored second highest on the Raven but did not differ significantly from other groups on any Achievement measure. In Stage I, these boys were significantly high on both Math and Reading Achievement, being second highest of the ten-year-old sample in both cases.

Behavior Rating Scales

There were no similarities between the ratings these boys received by their peers in Stage I and those in Stage III. (It should, again, be recalled the wording of some of the items was changed, as was the scoring system used in the two stages.)

In Stage III, these boys were significantly low (lowest group) on both Initiation and Implementation, indicating that they were perceived by peers as least likely to begin a task on their own initiative and carry it through to completion unassisted.

Stage I findings not replicated in Stage III included a low peer rating on Authority relations and a high rating on Self-Assertion.

Occupational Values Inventory

When looking at the inter-group ratings, it may be seen that these boys rated high (compared to the ratings given by other groups) on Creativity and Follow Father in both Stage I and Stage III.

New findings in Stage III were the low ratings given by these boys to the values of Independence and of Success and Accomplishment. Findings in Stage I not replicated in Stage III were the low ratings given

by these boys to the values of Esthetics and Associates, as well as the overall Intrinsic score.

Turning now to the intra-group ratings, it may be seen that in both Stage I and Stage III, these boys rated highly the values of Altruism and Self-Satisfaction, compared to the ratings they gave to other values. Also, in both Stage I and Stage III, they gave low ratings to the values Success and Accomplishment, Independence, and Esthetics.

Stage III findings not observed in Stage I included the high rating by these boys of the values of Intellectual Stimulation and Creativity, and the low rating of Management, compared to this group's rating of other values.

Stage I findings not replicated in Stage III included the high rating of the values of Security and Follow Father and the low rating of Variety.

Occupational Interest Inventory

In both Stage I and Stage III these boys indicated that they had significantly high Occupational Aspirations and Expectations. These were the only findings similar in the two studies.

In Stage III one new finding was that these boys had a significantly low (fourth lowest) discrepancy score between the status level of their Father's Occupation and that of their own Occupational Aspiration. (The status level of their father's occupation was fourth highest of all groups.) There were no significant findings in Stage I which were not replicated in Stage III.

Educational Aspiration

The Educational Aspiration level of these boys did not differ significantly from other groups in Stage III. In Stage I they had the fourth highest Educational Aspiration, though, interestingly enough, their Aspiration level was higher in Stage III.

Social Attitudes Inventory

It must be recalled that there can be no similar findings in the two stages for this instrument, due to the completely revised nature of the instrument in Stage III.

These boys did not differ significantly from other groups on any of the Stage III scales derived from this instrument. In Stage I, they received the lowest score of all groups on Passive Defensive behavior.

Sentence Completion

In the area of Task Achievement, these boys did not differ significantly from other groups in either Stage I or Stage III on any of the scales relevant to this area.

In the area of Interpersonal Relations in both Stage I and Stage III, these boys had the highest Attitude score of all groups. They also had a significantly low Stance score in both Stages I and III. There were no other scales in this area which were significant in Stage III. Found in Stage I but not replicated in Stage III was the significantly low score for Coping Effectiveness for this area. (Though these boys were also low in Stage III, the difference was not significant.)

These boys demonstrated very positive Attitude Toward Authority in both Stage I and Stage III. They did not differ significantly from other groups on any other Authority scales in either Stage I or Stage III.

In both Stage I and Stage III, these boys showed significantly low scores on Negative (or Depressive) Affect and significantly high scores on Neutral Affect in the Anxiety area. They did not differ significantly on any other scales in this area in either Stage I or Stage III.

In the area of Aggression, these boys did not differ significantly from other groups on any scales in Stages I or III.

On the Sentence Completion Total scores, these boys showed no similar results in both Stages I and III.

In Stage III, they obtained the highest Attitude score and the second lowest Depressive Affect score. There were no significant differences in Stage I involving this group.

On the Parent/Child Interaction items, there were also no similar findings between Stages I and III. In Stage III they received the highest score on "Self-Concept" of all groups. A finding in Stage I not replicated in Stage III was the high standing of this group on Parent/Child Interaction and Interaction with Father.

These boys had the second highest Reality/Fantasy Achievement Discrepancy score in Stage I but did not differ significantly from the other groups on this variable in Stage III.

Story Completion

Since no Stage III Coping Effectiveness differences appeared, only Stage I differences need be summarized. In Stage I, this group differed only on Story Ten (Mother's Authority) where they were second lowest.

When considering Stage III Coping Style dimensions for this group, they were outstanding only on Response Length where they very much resembled their upper-lower class male agemates. They were lowest or second lowest on five of the seven stories and were second lowest on Mean Response Length. These boys were highest on Stance for Story Seven (Nonacademic Task Achievement), highest on Engagement for Story One (Academic Task Achievement) and highest on Evaluation of Outcome for Story One. For Story Six (Anxiety) they were lowest on Hero's Negative Affect and on Total Affect (Hero or Others).

In Stage I they did not differ from other groups on any of the Coping Style dimensions.

Interpretive Comments

With respect to Aptitude and Achievement measures, these boys' performance was quite consistent between Stages I and III as they were in all cases second highest of the ten-year-old sample, being surpassed in each case only by the females of the same class and age. When compared to the other upper-middle class samples, on the other hand, these boys generally rated last or next to last. Their rating below the ten-year-old females of their social class probably suggests a comparative lack of motivation, coupled with the girls' greater acquiescence to authority in a school setting, which probably explains the girls' better performance on achievement tests and school work. Comparisons of this group's performance against the total upper-middle class sample are limited, since all test results were age-standardized. However, their relatively poor standing may be due partly to a lack of awareness (at their age) of the necessity of applying oneself academically, compared to the fourteen-year-old sample who are not so far away from career and college decisions.

BRS results from both Stages I and III somewhat substantiate this analysis of the boys' interaction in school, for they were given low ratings on getting along with Authority, Implementation, Initiation, and a high rating on Self-Assertion, indicating some lack of incentive, plus some degree of "acting out" behavior.

Turning now to their value structure with respect to future careers, it is interesting to note that, compared to rankings given to values by other groups, their ratings showed very few significant differences. Their consistent high rating of Creativity probably reflects a somewhat unrealistic, glamorous desire to do something famous and unusual, as is not uncommon with young boys, especially from the upper-middle class where "all things are possible." The consistent high rating for Follow Father is natural due to (a) the young boys' identification with the father, and (b) the high level careers actually held by the fathers. There was no consistency in those values which they ranked low (compared to the rankings given by other groups), thus no firm conclusions can be drawn here.

Looking at the intra-group rankings (comparable choice by this group alone), it may be seen that they consistently ranked as one of the top four only Altruism and Self-Satisfaction. The high ranking of these values probably reflects moral values strongly enjoined, verbally at least, by their parents; and this group is not yet at the age of rebellion. They ranked the values of Independence, Success, and Esthetics quite low. Since Esthetics is rated rather low by nearly all groups, little meaningful can be said there. Independence is ranked low by all ten-year-old groups and probably reflects little more than the fact that the struggle for independence from authority has not yet arisen with children of this age, and thus does not appear as a potential future issue concerned with careers. It is interesting that "Success and Accomplishment" is also ranked low by all ten-year-old groups, but by no fourteen-year-old group, suggesting a developmental change, independent of sex and social class. It could be, however, that the phrase "work where you can get ahead" is more poorly understood by young children. It was not chosen as one of the top four values by any group, and received its highest rating from fourteen-year-old upper-middle class males whose future goals should certainly include "getting ahead" in some manner.

Regardless of their failure to crystallize specific values concerned with future careers, these boys do have high Occupational Aspirations and Expectations, as well as a high level of Educational Aspiration. These were the only consistent findings in both studies from the Occupational Interest Inventory.

Thus, one may say that these immature boys expect to do well in life, but have no organized personal hierarchy of values which distinguishes them from other groups.

The Social Attitudes Inventory did not distinguish this group from other groups in either study except for their very low Stage I rating on "Passive Defensive" behavior, a finding which coincides with their high BRS Self-Assertion rating, to some extent. Thus, by the results of this instrument at least, these boys are not outstanding.

Turning now to the Sentence Completion, let us first examine the Task Achievement area (which includes both Academic and Nonacademic areas combined). In neither Stage I nor Stage III did these boys differ from any other group on any Task Achievement scale. This agrees with the other evidence that they are just about average in their achievement behavior. Though they didn't differ in Stage III on Reality/Fantasy Achievement Discrepancy scores, they were second highest in Stage I, indicating that their actual achievement was higher than their fantasized achievement.

Turning now to Interpersonal Relations, the consistency of results between Stages I and III may be observed as these boys were both times highest on Attitude but low on Stance and Coping Effectiveness.

This difference between their expressed attitudes and their self-reported skill suggests that they are honest in reporting important skills, yet feel optimistic that things will turn out happily on most interpersonal relationships. Their average scores on the BRS data and the Social Attitudes data coincide with these findings.

In their relations with Authority, these boys had very positive attitudes in both Stages I and III. They did not stand out distinctively on any other Authority scales in either stage. This positive attitude is apparently not accompanied by competent authority relationships if one is to take into account the consistently low ratings given this group by their peers on the Authority item of the BRS. As may be recalled, the Stage III Social Attitudes Inventory data did not distinguish these boys in this area, either.

In the Anxiety area, only the Affective scales showed significant differences in both Stages I and III where in Stage I they were low on general Negative Affect and in Stage III lowest on Depressive Affect. Correspondingly, in both stages they were high on Neutral Affect. This lack of significant results on the actual Coping Style and Coping Effectiveness variables (excluding Affect) is in agreement with similar lack of findings concerning this group from BRS and Social Attitudes data.

In the Aggression area these boys were not outstanding on any variable in either Stage I or Stage III. Other instruments did not reveal significant differences for this group in this area either.

Turning now to Total Scores, though these boys were not significantly outstanding in Stage I, in both studies they were high on Attitude and low on Negative Affect (or Depressive Affect in Stage III). This, plus data from other instruments so far discussed, seems to substantiate that these boys are about average on their coping skills, but have a pleasantly positive feeling about life.

On the Parent/Child Interaction item, these boys were highest on "Self-Concept" in Stage III and high on "Parent/Child Interaction" and "Interaction with Father" (the latter was high in both studies). Their low scores on the BRS Authority items suggest that this group's coping with Authority depends on what type of authority is being considered. The BRS item refers to school authorities, but the Sentence Completion data indicate that these boys get along fairly well with their parents.

On the Story Completion this group stood about average in coping with Task Achievement problems. Stage I did not differentiate these boys in either Academic or Nonacademic Task Achievement. In Stage III they were high on Engagement and Evaluation of Outcome (Academic Task Achievement), and high on Stance (Nonacademic Task Achievement). Perhaps, considering the sparsity of differentiating Stage III results on the Story Completion data, it should be considered significant that

these boys were high on three different scales on the two Task Achievement-related stories. The 1968 sample were rather positive about themselves, in some respects.

Considering Interpersonal Relations, in neither Stages I nor III did these boys differ on any of the Coping Style or Coping Effectiveness scales.These data are in agreement with data from the BRS and Social Attitudes Inventory, though not entirely in agreement with Sentence Completion data.

In the Authority area measured by Story Completion data, these boys were low on Coping Effectiveness on the Stage I Story concerning Mother's Authority; but they did not differ on any of the Stage III Authority scales (where the story concerned school authority). This low rating on the Stage I Story contradicts the Sentence Completion Parent/Child Interaction item data, but perhaps the fact that the heroine of this Stage I Story was female may have influenced this rating, through a lack of identification with the story situation. This low Stage I rating does agree with the Peer BRS data, but again, different types of authority were at issue.

In the Anxiety area, nothing of distinctive significance ermerged except for the very low Stage III scores achieved by these boys on amount of Negative Affect Expressed by Hero and Total Affect Expressed by Hero plus Others. (This was true in only one of the Stage III Anxiety stories). This finding is in agreement with Stage I and Stage III Sentence Completion findings concerning Affect in Anxiety situations.

In the Aggression area these boys were not outstanding in either Stage I or Stage III, on any scale. This is in agreement with Aggression data from all other instruments.

Looking at the Total scores, these boys were not outstanding in any Coping Style or Coping Effectiveness scale for either Stage I or Stage III, except for their low Stage III Mean Response Length score. This one finding is not unexpected, since both males and younger children write the shorter stories.

All and all, there is little about this group that is distinctive. Though they are intelligent, they are not applying themselves in school to an outstanding degree. They expect to do well both occupationally and educationally in the future, but have not yet given much thought to any organized value system which will guide them in their later occupational choices. They tend to identify positively with their fathers and get along fairly well with their parents; but they do not get along quite as well with the authorities in school, where they are not model students and where they may tend to "act out" to some degree.

Their development of coping skills is apparently about average. In no area are they consistently high or low. The fact that they belong to the middle class (where one would expect coping skills to be developed to a greater extent) is probably counterbalanced by their young age plus the fact that they are males and are not so passively acquiescent in academic or social settings. The consistent low degree of Affect shown by these boys is due in part to the short stories written. In part, this may also reflect an American tradition that boys do not emote, they act.

AUSTIN TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

Both in Stage I and Stage III, this group of girls received extremely high scores on the Raven and on Reading Achievement and Grade Point Average. A Stage I finding not replicated in Stage III was their top rating on Math Achievement, also.

Behavior Rating Scales

There were no findings similar between Stage I and Stage III on any of the areas rated by this instrument. In Stage III, these girls received the highest scores of all groups on Initiation and Implementation, indicating that they began tasks without being told and saw them through to completion without requiring aid more often than did other groups. Stage I findings not replicated in Stage III include their significantly high rating on Authority Relations and their low rating on Self-Assertion.

Occupational Values Inventory

In both Stage I and Stage III, these girls rated significantly high the value of Esthetics only. Findings in Stage III not found in Stage I included the low ranking given to Economic Returns compared to the ratings given this value by other groups.

Inter-group findings in Stage I which were not replicated in Stage III included the high ranking of Altruism and Total Intrinsic values and the low ranking of Success and Accomplishment.

Turning now to the intra-group rankings, it may be observed that in both Stages I and III these girls ranked Altruism, Intellectual Stimulation, and Self-Satisfaction quite high compared to the rankings they gave to other values. In both Stages they ranked quite low the values of Independence, Creativity, and Success.

Findings in Stage III which were not found in Stage I included the high ranking of Associates and the low ranking of Management compared to these girls' rankings of other values.

Findings in Stage I not replicated in Stage III included the high ranking of Security and the low ranking of Prestige by these girls.

Occupational Interest Inventory

The only common finding in both Stage I and Stage III was that the discrepancy score for these girls between their Father's Occupation and their own Occupational Aspiration was significantly small.

No other findings were observed in Stage III except that these girls' fathers had the third highest Occupational Level of all groups. There were no significant Stage I findings not replicated in Stage III.

Educational Aspiration

These girls did not differ significantly from other groups in their Educational Aspiration level in Stage III. However, in Stage I they were the third highest of all groups, though, as with their male age-mates of the same social class, in Stage III their aspiration was somewhat higher.

Social Attitudes Inventory

No direct comparisons can be made between Stage I and Stage III. In Stage III these girls did not differ significantly from other groups on any of the scales composing this instrument. However, in Stage I they were lowest on both Active Coping and Active Defensive behavior and second lowest on Passive Defensive behavior.

Sentence Completion

In the area of Task Achievement, these girls did not differ significantly from other groups on any of the scales in Stage I or Stage III.

There were no common findings in the area of Interpersonal Relations, either, involving these girls. In fact, in Stage III these girls did not differ significantly on any of the Interpersonal Relations variables. In Stage I the only significant difference was their high score on Attitude toward Interpersonal Relations.

In Authority, once again, there were no common findings between Stage I and Stage III. In Stage III, they demonstrated the lowest degree of Hostile Affect but the second highest degree of Depressive Affect toward Authority. There were no significant findings whatsoever in Stage I.

In the area of Anxiety there were no common findings between Stages I and III involving these girls. In Stage III, they received the lowest Positive Affect score of all groups (a variable not measured in Stage I for this area). In Stage I they received the second highest

score on Frequency of Negative Affect and the lowest score on Frequency of Neutral Affect, which is consistent with the Stage III finding concerning Positive Affect.

There were no common findings between Stages I and III in the Aggression area. In Stage III these girls received the highest score of all groups in the Engagement Scale; while in Stage I they did not differ on any of the scales.

For the Sentence Completion Total scores there were no common findings between Stages I and III. In Stage III these girls were significantly low on both Hostile and Positive Affect (lowest of all groups) and second highest on Depressive Affect.

The only Total Score finding in Stage I not replicated in Stage III was the significantly high standing on Total Attitude held by these girls.

On the Parent/Child Interaction items there were also no common findings between Stages I and III. In Stage III these girls were second highest on Self-Concept, while in Stage III they did not differ significantly from other groups on any of the items.

On the Reality/Fantasy Achievement Discrepancy score these girls received significantly high scores in both Stages I and III, indicating that their actual achievement was higher than their fantasized achievement.

Story Completion

These girls did not differ significantly from other groups on any Coping Effectiveness rating in either Stage I or Stage III.

For Stage III Coping Style dimensions these girls were significantly low on Response Length for Stories One (Academic Task Achievement) and Six (Anxiety). They were also lowest on Aid/Advice for Story Five (Authority) indicating that they most frequently sought aid or advice. They were highest of all groups on Evaluation of Outcome for Story Five.

In Stage I they did not differ from other groups on any of the Coping Style dimensions.

Interpretive Comments

Considering first the Aptitude and Achievement measures, these girls were consistently the highest of all ten-year-old samples and among the highest of all samples. Aside from native intelligence, this finding is probably partly due to their obedient nature in the classroom, their upper-middle class upbringing, and the fact that they have not yet begun to rebel against school authorities.

BRS findings appear to support this description. In both stages, these girls were high in Authority relations, low in Stage I Self-Assertion, and high in Stage III Initiation and Implementation. Though not quite significantly in Stage III, they were high on all BRS scales. Thus, these girls are seen by their peers as possessing those positive qualities which correspond to excellent performance in school.

In Occupational Values, when considering the rankings given to values by this group (compared to the rankings given by other groups), only on Esthetics were they consistently high in both studies. That these young girls from the middle class would be more interested in artistically oriented pursuits is not unexpected when one considers that it is from this group that the population comes who take art, music, and dancing lessons. They were not consistently low (compared to other groups) on any values, being low on Success in Stage I, and on Economic Returns in Stage III. Neither of these middle-class career-oriented values would be expected to appeal to young girls from the middle class who probably do not consider serious (and unglamorous) careers as a livelihood for them.

Looking at the intra-group ratings (comparative rating of values by this group only), there are few instances where their ratings differ from any of the other ten-year-old groups. (Those ratings shared in common by all ten-year-old groups will not be discussed.)

As far as high rankings are concerned, the only different finding was in Stage III where they, alone of all ten-year-old groups, ranked Associates among the top four values. The fact that they are middle-class females probably accounts for this early interest in the interpersonal aspects of future careers. With respect to low intra-group ratings, this was the only ten-year-old group to rate low in both Stages I and III the value Creativity. Considering the wording of the item, these girls probably felt that "inventors" are men and did not see themselves as fitting into such a role. In Stage I they were the only ten-year-old group to rank "Prestige" low though fourteen-year-old groups generally rated this value as one of the bottom four values, and no group gave it a high rating. The fact that these girls followed the fourteen-year-old trend in ranking this value low may indicate a greater maturity on the part of these girls (compared to other ten-year-old groups) if one assumes that ranking Extrinsic and materialistic values low indicates maturity.

Considering the social class that these girls represent, their Occupational Aspirations and Expectations (compared to other groups) were not particularly high (nor significant) in either Stages I or III, though they did have the highest Educational Aspiration of the ten-year-old groups in Stage I (and high, though insignificant, in Stage III). From this, one might deduce that these girls do not really expect to have to work for a living when they are grown, but expect to attend college, as is expected of most children in the middle class,

and then to marry. In both Stages I and III they had one of the lowest (negative) discrepancies between their own Aspiration level and the status level of their fathers' jobs, indicating that they did not aspire to as high status jobs as those held by their fathers. This was probably due to their lack of expectation of really pursuing a serious career.

Turning next to the Social Attitudes Inventory, it should first be noted that these girls did not differ in any area in the Stage III version of the instrument, but were lowest in both Active Coping and Active Defensive behavior in the Stage I version. This very low score on both types of Active behavior suggests, again, a passive, acquiescent, obedient group of children, though one would expect that they would receive high scores on Passive Coping which they did not.

Turning now to the Sentence Completion instrument, let us first consider Task Achievement. These girls differed from average on no Task Achievement scales in either Stage I or Stage III. (This is in agreement with BRS and Stage III Social Attitudes data which also showed no differences in this area.)

Let us next examine Interpersonal Relations. Again, these girls did not differ from other groups on any scales except in Stage I where they showed a positive attitude toward Interpersonal Relations. This Positive Attitude may be considered in light of their high ranking of Associates on the Occupational Values Inventory, but the lack of other significant differences in Coping Style or Effectiveness is in line with BRS and Social Attitudes Inventory findings.

Turning next to Authority, the only differences which were significant were the low Stage III score on Hostile Affect and the high score on Depressive Affect. The fact that these two types of Negative Affect were combined in Stage I might have resulted in their effects canceling each other. Considering that the BRS indicates that these girls have good relations with Authority, one would expect Depressive Affect over such problems, but not Hostile Affect.

Considering next Anxiety, again it is only in the Affective dimensions where these girls differed. In Stage I they were high on Negative and low on Neutral Affect; in Stage III they were low on Positive Affect. Thus, while their actual coping behavior does not differentiate them, they tend to react with Negative Affect to anxiety situations. Their lack of overtly anxious behavior is consistent with findings from earlier instruments.

In the area of Aggression, the only difference was in Stage III, where these girls were high in Engagement. (Though not significant, they were high in Coping Effectiveness in both studies.) Previously discussed instruments do not lend support to these sparse findings as neither the BRS nor the Social Attitudes show these girls to be out-

standing in either direction in handling Aggression. On the Total scores it may be observed that these girls express generally Positive Attitudes; and in Stage III they were low in Hostile and Positive Affect and high in Depressive Affect. This pattern of Depressive Affective responses, with less than average Hostile or Positive Affect, suggests an internalized, repressive control of negative impulses. They share the high depressive score with their female agemates of the lower class. This looks like a sex-typed pattern, in keeping with a very old tradition.

On the Parent/Child Interaction items, these girls generally scored quite high; but only in Stage III Self-Concept scale was their score significantly different from other groups. Thus, one would conclude that these girls have good relations with their parents, but not so outstanding that their scores reached significance in most cases. It is generally the middle-class ten-year-olds of both sexes who receive these higher scores.

The Reality/Fantasy Achievement Discrepancy score was high in both Stages I and III for these girls. Thus, their Achievement is generally of a higher level than that which they fantasize. Their Sentence Completion self-report scores were not significantly high, while their actual Achievement scores were high.

In the Story Completion Task Achievement data, neither Stages I or III showed significant differences for these girls in either Academic or Nonacademic Task Achievement. They were, it appears, modest or understated in portraying their own achievements. In the Interpersonal Relations and Aggression areas there were no significant differences in either Stages I or III involving this group. This is in agreement with data from other instruments.

In the Anxiety area, these girls did not differ from other groups, except for the low Stage III score on Response Length.

Finally, in the Authority area, though there were no significant Stage I findings, in Stage III they were lowest on Aid/Advice (indicating that they less frequently requested it), and highest on Evaluation of Outcome. These were the only significant findings. In general, Authority findings were not completely consistent across instruments for these girls.

Turning now to Total scores, there were no Stage I differences in Coping Style dimensions, but in Stage III these girls were highest on Outcome (completion) and Evaluation of Outcome, indicating a somewhat optimistic attitude that things will work out in the end, but without the corresponding high scores on the Coping Style or Effectiveness dimensions which should accompany these positive results.

These girls are intelligent and apparently apply themselves and comply with Authority in the classroom setting. They are viewed positively by their peers for this behavior. However, in all self-report data, they do not appear outstanding in any area with respect to good coping or specific coping styles of effectiveness. Their passive and accepting natures probably are reflected in these average scores.

From the organization of findings in the Occupational area, it appears that they really do not give serious thought to future careers at this time, but expect to attend college as a matter of course.

AUSTIN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

There were consistent findings in Stages I and III for three, of the four Aptitude and Achievement measures for this group of boys. They were significantly low in both studies on the Raven, Reading Achievement and Grade Point Average. In Stage I they were also significantly low on Math Achievement.

Behavior Rating Scales

There were no similarities between Stages I and III due to the fact that these boys did not differ significantly from other groups on any of the Stage III Behavior Rating Scale items. (They were around average to slightly above average on all of the Stage III items.)

In Stage I, with one exception, these boys were rated quite poorly by their peers on BRS items. They were lowest of all groups on both Academic and Nonacademic Task Achievement, Authority, and Peer Relations, Coping with Aggression, and the BRS Summary Score. Only on Self-Assertion was this group significantly high, and the desirability of that item was doubtful.

Occupational Values Inventory

There was fairly high consistency between the Stage I and Stage III findings for this group when one considers their rankings of values as compared to the rankings given by other groups.

In both Stages I and III they ranked significantly highly Success and Accomplishment and overall Extrinsic values. They ranked toward the bottom in both studies the values of Altruism and Esthetics.

Significant in Stage III but not in Stage I was their low ranking for overall Intrinsic values, though this is not really inconsistent with Stage I findings since they were high on Extrinsic values in Stage I.

One significant finding in Stage I not replicated in Stage III was their high ranking of the value of Security.

Turning now to intra-group rankings (values rated highest and lowest by this group only), it may be noted again that there was a high degree of consistency between Stages I and III, especially for those values rated highly. For in both Stage I and Stage III the same four values received the highest ratings. These were Self-Satisfaction, Intellectual Stimulation, Security, and Associates. Three of the four low ranked values were identical between Stages I and III. These were Management, desire to Follow Father, and Esthetics.

Significant in Stage III but not in Stage I was the low ranking given to the value of Altruism. Significant in Stage I but not replicated in Stage III was the low ranking given to the value Prestige.

Occupational Interest Inventory

Only on one variable was there agreement between Stages I and III in the findings concerning these boys. In both studies they had the highest discrepancy score between the status of their Father's Occupation and their own Occupational Aspirations. (Stage III data indicated that the status level of their father's occupation was the third lowest of all groups.)

In Stage I they were significantly low on Occupational Expectation level and had the highest discrepancy between Aspiration and Expectation of all groups. Neither of these findings was replicated in Stage III, however.

Educational Aspiration

These boys did not differ significantly from other groups in Educational Aspiration level in Stage III; however, they were significantly low (but not extremely so) in Stage I. There was a very slight rise in the overall Educational Aspiration in Stage III as compared to Stage I.

Social Attitudes Inventory

As mentioned earlier, direct comparisons between Stages I and III cannot be made due to the changed nature of the instrument. In Stage III, these boys were significantly low on good Coping in the area of Task Achievement and Interpersonal Relations as well as in their Total score across areas.

In Stage I they were significantly low on Passive Coping and highest of all groups on Active Defensive behavior. Thus there is some evidence indicating consistency between the two studies; their low Total scores on "Good Coping" (Stage III) are consistent with the finding of high Total Active Defensive behavior (Stage I).

Views of Life

As Views of Life was not administered in Stage I, only Stage III findings will be discussed.

These boys were highest of the four groups on their preference for action over inaction. They were also highest on their preference for self-solving and had the highest Positive Self-Concept. They were second highest in their belief in Emotional Control rather than Emotional Expressivity or Acceptance.

They also had the highest score on Total Number of Active Choices regardless of area. Their only significantly low score was in the Earned versus Bestowed status scale where they received the lowest score of the four groups indicating a belief in bestowed rather than earned status.

Sentence Completion

In the area of Task Achievement there were no similar findings between Stages I and III for this group. In fact, they did not differ significantly on any Task Achievement scales for Stage III.

In Stage I they received the highest scores of all groups on the Engagement, Coping Effectiveness, and Frequency of Neutral Affect scales.

In the area of Interpersonal Relations there also were no similar findings between Stages I and III, and again there were no significant findings involving this group for Stage III. In Stage I these boys received the lowest Attitude score of all groups and did not differ on any of the other Interpersonal Relations scales.

In the Authority area, once again, there were no similar findings between Stages I and III. In Stage III these boys received the second lowest score on Depressive Affect. In Stage I they did not differ significantly on any scales (though it is interesting to note that they did have the lowest score on Frequency of Negative Affect, a finding similar to the Stage III finding).

Again, in the area of Anxiety, there were no similar findings between Stages I and III, and in Stage III these boys did not differ significantly from other groups on any scales.

In Stage I they were significantly high on Stance, Coping Effectiveness, and Frequency of Neutral Affect and significantly low on Frequency of Negative Affect.

In the area of Aggression, again, there were no similar findings between Stages I and III. In Stage III they received the highest score

of all groups on Stance but did not differ on any other scales. In Stage I there were no significant differences involving this group for the Aggression area.

In considering the Total scores, once again it may be noticed that there were no similar findings between Stages I and III. In Stage III the only significant finding was their lowest standing on Frequency of Depressive Affect. A stage I finding not replicated in Stage III was this group's low standing on Total Attitude.

There were no similar findings between Stages I and III on the Parent/Child Interaction items except for the fact that in neither study did these boys differ significantly from other groups on any of the four scales composing this area.

On the Reality/Fantasy Achievement Discrepancy score there was perfect correspondence between Stages I and III as these boys had the lowest (negative) discrepancy score in both studies indicating that their fantasized achievement was higher than their actual achievement.

Story Completion

This group of boys did not differ from other groups on any of their Coping Effectivness ratings in either Stage I or Stage III.

Considering the Stage III Coping Style dimensions, only in Story Five (Authority) did these boys differ significantly from other groups. Here they received the lowest score on Evaluation of Outcome and the highest score on both Negative Affect expressed by the Hero and Total Affect (by Hero and Others). In Stage I they did not differ on any of the Coping Style dimensions.

Interpretive Comments

On all Aptitude and Achievement measures, in both Stages I and III, these boys were consistently low. They were, in general, the lowest of the fourteen-year-old groups though their upper-lower female agemates were lower on one or two measures. Their pattern also resembled that of the upper-lower ten-year-old males. Regardless of native ability, one would have to conclude that these boys lack motivation to perform well in the classroom. Data from other instruments shed some light on possible reasons for this.

On the BRS in their Peer ratings from Stage I they were consistently among the lowest of all groups and lowest on the Summary score (except for a high score on Self-Assertion). It may be recalled, however, that Stage III data did not differentiate this group on any item. One might surmise that these boys received low Stage I scores because of a large number of negative nominations; and when the negative nominations were eliminated from Stage III calculations, these boys' scores faded into

the undifferentiated "no nominations category." Stage I data indicated that they had extremely poor Authority and Peer Relations, and were seen as performing very poorly in both Academic and Nonacademic Task Achievement.

On the ratings comparing this group on Occupational Values with other groups, in both Stages I and III they were high on Success and Accomplishment, and on overall Extrinsic values. Considering that these are males from the upper-lower class, it is not surprising that they are high on Extrinsic values as symbols of success, but it should be noted that in both studies they share this high rating with the fourteen-year-old males of the upper-middle class. Thus one cannot attribute this finding to deprivations suffered by the upper-lower class children. Rather, it appears to be a developmental factor in boys who are approaching the age of serious career thoughts and decisions. For many of these extrinsic values are realistic accompaniments of successful careers.

The idealism of the younger children and the females is absent or subordinated in this group. In both studies, they gave low ranks to Altruism and Esthetics (and Intrinsic values in Stage III). They are similar to the upper-middle class fourteen-year-old males in ranking these values low; so the increasing male career orientation, by adolescence, apparently overrides social class effects in operation here.

Turning now to the intra-group rating of values (rating of values compared to the rating of other values by this group only), there was no value which was ranked in the top four by this group alone of the fourteen-year-old groups. They chose Intellectual Stimulation in both studies, and this choice was shared only by the upper-middle class females among the fourteen-year-old groups in both studies. However, with one exception, it was chosen by all ten-year-old groups in both studies. Thus, little can be said specifically about this group since Intellectual Stimulation is a popular value with nearly all groups. In Stage III these boys (and their female agemates of the same social class) chose Security as one of the top four values. This is probably a realistic concern at this age for children of the upper-lower class, as they have probably an awareness of or experience with job insecurity and unemployment in their families.

Both fourteen-year-old male groups ranked low the value of Management, though one would expect these older males to hold in higher esteem this value. No group rated this value high, and the wording of the item might be open to alternative interpretations. For "leadership" is s slightly different quality from "being the boss," and "to lead other people" may be a misleading statement. It had a uniformly low mean for all groups, and no group differed significantly from any other group in this value in either study.

Perhaps the most outstanding finding is the low rating of Altruism for both fourteen-year-old male groups in Stage III, since this value generally received quite high ratings by most other groups. Altruism is simply not consistent with serious job choices where one must first consider earning a living. It is an idealistic choice, popular with females and with younger children in general. The groups whose careers and/or jobs are most imminent and necessary apparently do not view this value as being relevant.

Let us now examine findings from the Occupational Interest Inventory. These boys were not outstanding in either direction on Occupational Aspirations in either study and were significantly low on Expectation only in Stage I. They were also significantly low in Stage I on Educational Aspiration, but were still highest of all upper-lower groups. They had the highest discrepancy between Aspiration and Expectation in Stage I (and were also high, although not significantly so, in Stage III). This, perhaps, indicates some realistic awareness of the limitations of their social-class status and their consequent prospects. However, their very high discrepancy score between their Aspirations and their Fathers' Occupation indicates a desire to excel the level achieved by their fathers. Nonetheless, they do not really expect to advance that much further.

Turning now to Self-Report data on Coping behavior, let us first examine the Social Attitudes Inventory. In Stage I these boys were low on Passive Coping and high on Active Defensive behavior. This is in agreement with the Peer BRS data which see boys as very Self-Assertive, but poor in those behaviors necessary to classroom and interpersonal success. Supporting this view, in Stage III they were very low on "Good Coping" with Task Achievement and Interpersonal Relations, and were lowest on the "Good Coping" Total score. Thus, this Self-Report verifies to a high degree the description given them by their peers.

In the Sentence Completion Task Achievement data, these boys were highest (in Stage I) on Engagement and Coping Effectiveness, and on Frequency of Neutral Affect: a marked disparity with their actual achievement record.

In the Interpersonal Relations area, these boys were not outstanding in either Stages I or III, except for a very low Stage I score on Attitude Toward Interpersonal Relations. This low Attitude score is in agreement with other findings in this area.

In the Authority area these boys were not outstanding in either Stages I or III, except for low scores on Stage III Depressive Affect (and low on Negative Affect in Stage I, though nonsignificant).

In the Anxiety area, again, these boys differed only in the Affective dimensions in Stage I where they were second lowest on Negative Affect and second highest on Neutral Affect.

In the Aggression area there were no differences except for a high score in Stage III on Stance, indicating a willingness to face such problems whether by fighting or by coping.

Looking now to the Total scores, there were no consistent findings. In Stage I they had a low score on Total Attitude; while in Stage III they had a low score on Depressive Affect.

Since this group did not differ in either Stage I or Stage III on the Parent/Child Interaction item, little can be said. This agrees with lack of significant Authority findings in other instruments mentioned earlier, except for the low Stage I Peer BRS rating on Authority (though this referred to school authority).

These boys were lowest of all groups on the Reality/Fantasy Achievement Discrepancy score in both studies. This indicates that they tend, more than any other groups, to overestimate their actual achievement level in their Self-Report data. Considering their very low Aptitude and Achievement scores, but their average Sentence Completion Task Achievement scores, this is not surprising.

Looking at Story Completion, no firm conclusions can be drawn due to the total lack of significant differences involving this group in Stage I. The Stage III findings in Story Five only (Authority) also give no conclusive eivdence regarding this group. In both Stages I and III they simply are not outstanding in any area or coping style.

AUSTIN FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

The only similar fiding between Stages I and III for these girls was their significantly low standing on Math Achievement in both studies. In Stage III they did not differ on any of the other achievement measures. However, in Stage I they were also significantly low on their Raven scores and on Reading Achievement.

Behavior Rating Scales

There were no similar findings between Stages I and III for these girls on any BRS items. In fact, in Stage III they did not differ significantly on any of the items, receiving generally average to slightly above average scores.

In Stage I, they were significantly high on Academic Task Achievement, Authority Relations, Peer Relations, and on the BRS Summary score. They received the lowest score on Self-Assertion.

Occupational Values Inventory

Considering this group's ranking of values compared to the rankings given by other groups, there was good agreement between Stages I and III. In both Stages I and III these girls ranked comparatively high the values of Altruism, Self-Satisfaction, Surroundings, Associates, and received a high Total Intrinsic score. In both studies these girls ranked significantly low the values of Creativity, Prestige, and Follow Father.

Two Stage III findings not found in Stage I were the high ranking given to the value Security and the low overall Extrinsic Score. The only Stage I finding not replicated in Stage III was the high ranking given to Variety.

Turning now to the intra-group rankings (comparative ranking of values for this group of girls only) it may be seen that there was perfect agreement between Stages I and III. For in both studies the most highly regarded values were Altruism, Associates, Self-Satisfaction, and Security. The least highly regarded values in both cases were Creativity, Esthetics, Prestige, and Follow Father.

It may also be noted that there is a high degree of correspondence between the inter-group and the intra-group rankings for these girls.

Occupational Interest Inventory

The only similar finding between Stages I and III involved Occupational Aspiration where these girls were significantly low in both studies.

In Stage III they had a significantly high (but not extremely so) discrepancy between the status level of their father's occupation and their own occupational aspirations. (They also received significantly low scores on the status level of their father's occupation, as would be expected.)

A Stage I finding not replicated in Stage III was these girls' significantly low score on Occupational Expectation (as well as Aspiration).

Educational Aspiration

In both Stage I and Stage III these girls expressed significantly low Educational Aspiration levels. As with the fourteen-year-old males of the same social class, the aspiration level was slightly higher in Stage III than it was in Stage I.

Social Attitudes Inventory

In Stage III these girls received the highest score of all groups on Good Coping in the area of Interpersonal Relations and the second highest Total score across areas. In Stage I they received the highest score on Passive Defensive behavior but did not differ on other scales. It is not possible to draw any conclusions based on complementary evidence obtained from both versions of the instrument.

Views of Life

In only one scale did these girls receive a high "Active" score. They received the highest score of the four groups on Emotional Control (as contrasted with Emotional Expressivity and/or Acceptance). All other significant differences involving this group were in the "Passive" direction where they scored lowest (most passive) of the four groups. First was Locus of Control, which they saw as exterior rather than located within the self. Also indicative of passivity was their choice of Other-Solver rather than Self-Solver. They also tended to react passively under stress (rather than actively) and received the lowest score of all groups on Total Number of Active choices.

Sentence Completion

In the area of Task Achievement there were no similarities between Stages I and III and no significant differences in Stage III involving this group.

In Stage I they received the lowest scores on Engagement and Frequency of Neutral Affect.

In the area of Interpersonal Relations also there were no similarities between Stage I and Stage III findings. In Stage III these girls received the highest score of all groups on Coping Effectiveness and the lowest score on Hostile Affect. A significant finding in Stage I not replicated in Stage III was their significantly high score on Stance, also.

In the area of Authority, the findings in Stages I and III were identical. That is, in both studies these girls received the lowest score of all groups on Engagement but did not differ significantly on any other scales in the area.

In the Anxiety area, while there were no identical findings between Stages I and III, there were similar findings in that in Stage III they were highest on Depressive Affect and were high on general Negative Affect in Stage I. (It should be recalled that Hostile and Depressive Affect were condensed into one scale in Stage I). There were no other significant findings in Stage III. In Stage I, these girls were quite

low on most Anxiety scales. They were significantly low on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect. (Their scores were low in Stage III also, but did not reach significance level.)

In the area of Aggression there were no similar findings between Stages I and III as in neither Stage I nor Stage III did this group differ significantly on any of the Aggression items.

In the Sentence Completion Total scores, no similar findings were observed as this group did not differ on any of the Total Scale scores in Stage III. In Stage I they were the lowest of all groups on Engagement and Frequency of Neutral Affect, and highest on Frequency of Negative Affect.

On the Parent/Child Interaction items there also were no similar significant differences between Stages I and III. In Stage III they received the lowest score on Self-Concept (as they did in Stage I, but it did not reach significance).

In Stage I a finding not replicated in Stage III was their low score on Interaction with Father.

On the Reality/Fantasy Achievement Discrepancy score, this group had the second lowest (Negative) score in Stage III, indicating that their fantasized achievement was higher than their actual achievement. They did not differ from other groups in Stage I.

Story Completion

For Coping Effectiveness, in contrast to the lack of significant findings in Stage III, these girls were outstanding in their Stage I Coping Effectiveness ratings. They were highest of all groups on Story Eight (Aggression), Story Ten (Mother's Authority), Story Five (Anxiety), Stories Four and Seven (Interpersonal Relations) and on the Mean Coping Effectiveness score.

For Stage III Coping Style dimensions, only on Response Length were these girls outstanding. On six of the seven stories they were significantly high, as well as being second highest on Mean Response Length. In Story Six (Anxiety) they expressed more Affect than did any other group as they received the highest scores on Negative Affect expressed by Hero and on Total Affect.

In Stage I these girls received the highest score of all groups on Mean Engagement and Initation.

Interpretive Comments

Though the relative standing of this group of girls was not always significantly different from other groups (especially in Stage III),

it was uniformly low in both Stages, with especially consistent low scores in Math Achievement. Thus, their school achievement is rather poor, with good evidence that their actual aptitude is below average also. Though there was apparently more homogeneity in Aptitude and Achievement scores in Stage III (resulting in fewer significant group differences), the relative standing of this group also improved quite noticeably on the Raven; but it was identical on the other three instruments in both studies.

No firm statements can be made from the Peer BRS since the Stage III data did not significantly differentiate these girls on any item. However, consistent in both Stages was the fact that these girls scored generally higher than average (but not one of the highest groups) on most items except Self-Assertion. Again, the different system of scoring in Stage III appears to have reduced the number of significant differences so that consistent "significant" statements cannot be made. It is safe to assume, however, that these girls are seen by their peers as behaving and performing somewhat better than average, in general. These fairly high scores appear to be a part of a general feminine pattern, since the female groups are those most frequently rated in the top four, perhaps reflecting their classroom obedience and, at least on the surface, their more socialized behavior.

Remarkable on these girls' Occupational Values results was the very high degree of consistency between Stages I and III (both in the inter-group differences and the intra-group choices). Ranked high in each stage (compared to the rankings given by other groups) were Altruism, Self-Satisfaction, Surroundings, Associates, and Total Intrinsic values. The fact that their total Intrinsic scores are high in each case despite the choice (out of four) of two obviously Extrinsic values (Surroundings, Associates) indicates that, though not significant, their scores on most other Intrinsic values were generally high. Their choice of Surroundings and Associates may probably be attributed to their age, sex, and social class. As fourteen-year-olds they have achieved greater social interest and awareness, and as females, generally possess greater social interests. Their social class probably contributes to their choice of Associates in that they do not expect to achieve high level "professional" jobs, but would like to work under pleasant conditions (i.e., Associates, Surroundings). The desire for pleasant surroundings would be expected to be more important to children from lower classes where surroundings are not so pleasant, and to females, in general. Their consistent low (inter-group) ranking of Creativity and Prestige is probably also a reflection of their lack of expectation of professional status in their future jobs, where such values are often natural accompaniments. The low ranking of Follow Father is typical of all upper-lower class samples, females, and fourteen-year-olds.

Their consistent high ranking of Altruism, Self-Satisfaction, Associates, and Security in the intra-group rankings deserves comment. Looking at all eight groups, it may be observed that all female groups chose Altruism as one of their top four choices; thus, this reflects an "idealistic" feminine value system. Next, they chose Self-Satisfaction, a value which was chosen by six of the eight groups and by all female groups as one of the top four. Again, this is an idealistic desire, for "inner-satisfaction" is being chosen. Though generally popular, this appears to be something which girls, in particular, value. It does not necessarily relate to "high level" jobs of a "professional" nature. The choice of Associates appears to be a developmental phenomenon as all fourteen-year-old groups ranked this value in the top four. Their consistent choice of Security is of greater interest since this choice is shared only by their upper-lower class male agemates, reflecting a social class and age factor. That is, at age fourteen, in the upper-lower class there is an awareness of the practical problem of job security that does not concern the upper-middle class, who have less worry about the problems of unemployment and "job lay-offs." The ten-year-old children apparently do not have the experience or the maturity to face this practical problem.

The values rated low by this group, in both studies, were Esthetics, Creativity, Prestige, and Follow Father. Little can be said of Esthetics since it was almost uniformly chosen less frequently by all groups, and represents a low-priority value. There is evidence in both stages that Creativity is of low concern to girls, since "inventing and making new things" does not appear to be an attribute of a job or career that is expected or desired by females. The phrasing may have made the item appear to be related to scientific or mechanical pursuits. These girls are more unique in their low ranking of Prestige. While they shared this low concern with Prestige with the upper-middle fourteen-year-old females in Stage I, they were alone in ranking it low in Stage III. Apparently, this indicates a realistic awareness of the older girls from the upper-lower class that they are most unlikely to achieve any professional level where social prestige is a major benefit. This appears to indicate some realistic maturity in their thinking. Their desire not to follow father is probably a reflection of their sex, and also their social class, for nearly all upper-lower class children ranked Follow Father poorly, and females, naturally, have less of this inclination than do males. It also appears to be partly a developmental factor since its popularity is greater among ten-year-olds than among fourteen-year-olds. Thus, most of these girls' choices reflect a combination of class trends, age trends, and social class trends which are not unique of this particular group.

Their Occupational Aspirations are quite low and their Expectations follow this low level. Their discrepancy scores between their own (low) Aspirations and the status of their Fathers' Occupations

indicate that, while they hope to excel their father, it is not by a great degree compared to other upper-lower class groups. This is probably based on greater realism in the fourteen-year-olds and the fact that, as females, they do not expect to actually excel the father to any great extent. Their low Educational Aspiration also indicates a comparative lack of expectation (or desire) to excel professionally in life. (It should be pointed out here, however, that the average Educational Aspiration level of this group still indicates a desire for some college or, at least, high school graduation.)

Though Stage I Social Attitudes Inventory data showed these girls to be highest on "Passive Defensive" behavior ("doing nothing" or giving only emotional reactions), in Stage III they are second highest on the SAI Total Coping score and highest on Interpersonal Relations. This is in line with their generally high rating by their peers in the BRS and their expressed interest in Associates, from the Occupational Values.

In the Views of Life data, they were low on General Locus of Control, Self-Other Solver, Activity/Passivity under Stress, and Total Number of Active Choices. This evidence supports the description of these girls as passive in nature, with a feeling that the environment is beyond their ability to change. They choose to remain passive when problems arise, to let others resolve problems, and see the world as controlled by others, not by their own efforts. In keeping with this is their high score on Emotional Control vs. Emotional Acceptance and Expressivity. Both upper-lower class groups were high on this pattern of Emotional Control. (Perhaps a progressive attitude and greater leniency in the training of the upper-middle class children partially explains this result. That is, the old-fashioned value of Self-Control in emotional reactions is still instilled into children of the upper-lower class; while the greater "psychological" awareness of the upper-middle class parents may foster a greater acceptance of affect as a natural human reaction in certain situations.)

On the Sentence Completion, an examination of the Task Achievement area reveals no consistent differences across the two stages, thus conclusions cannot be safely drawn regarding this group. They were rather uniformly low in Stage I, but fairly high in Stage III, though there were few significant differences in either case. The fact that they are not outstanding is in agreement with Stage III SAI findings and BRS findings for this group.

In the Interpersonal Relations area there were also no similar, consistent findings between the two stages, though in each study these girls were significantly high in at least one area (Coping Effectiveness once, Stance once) which lends some support to Stage III SAI findings, their concern with Associates, and their Stage I BRS findings.

In Authority they were totally consistent between Stages I and III in that they were lowest on Engagement in both studies. This would indicate a tendency for lack of action in the face of authority-related problems, which is not inconsistent with other evidence of passivity in these girls.

In the Anxiety area the only consistent significant finding was the high score on Negative (or Depressive) Affect observed in both studies. This lends support to the high Stage I SAI score on Passive/Defensive behavior, which usually reflects emotional reactions rather than instrumental action; however, it is inconsistent with their Views of Life Attitude (not necessarily active behavior) concerning Emotional Control. Though not significantly so in Stage III, in both studies these girls scored quite low on most Coping Style (and Effectiveness) dimensions. This is further indication that these girls are rather poor at handling negative emotional situations, to which they mainly react emotionally rather than operationally.

In the Aggression area these girls were not differentiated from other groups in either Stages I or III, thus cannot be considered outstanding in either direction. This is in good agreement with the general passive trend, the Stage III (and I)SAI results, the Views of Life nonactive choices, and the Stages I and III BRS lack of findings.

There were no consistent findings for this group in the Sentence Completion Total scores, though data from the two studies together indicate rather poor Engagement scores in general, as well as a high degree of Negative (primarily Depressive) Affect.

The Parent/Child Interaction items also do not show consistent results for these girls, though the one significant difference in each stage showed these girls to be lowly ranked and there was indication of a rather poor self-concept and rather poor relationships with the father.

On Reality/Fantasy Achievement Discrepancy, though not significantly in one stage, these girls in both cases received low scores, indicative of a higher self-described achievement level than that achieved in reality. Their Academic Achievement performance was poor, but their self-descriptions in the Task Achievement items of the Sentence Completion were average.

On the Story Completion Coping Style dimensions, there were no common findings between Stages I and III; thus, no generalizations can be made. The only outstanding Stage III finding was their consistent high score on Response Length (which is typical for older females). In Stage I they had the highest scores on Mean Engagement and Initiation, a finding which does not agree with other data (from either study) concerning these girls.

In summary, these girls do not display great academic skills or performance in school but are ranked higher than average by their peers in most areas. This is apparently due to their generally passive, agreeably compliant behavior. They are not outstanding in either direction in their problem-solving behavior, and they view themselves in relation to the world in a rather passive, nonparticipative manner. Their value structure, insofar as future occupations are concerned, is consistent with their age, sex, and social class standing and is not unrealistic; it is in line with their apparent lack of desire to achieve professional status in any future job. Their interests appear more social, practical, and idealistic. They do not aspire to, nor expect to achieve, high level careers or a high level of education (compared to other groups). It would seem, then, that these girls are somewhat passive, realistic, and unambitious about their future, and currently behave in a manner consonant with that viewpoint.[1]

AUSTIN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

One similar finding in both Stage I and Stage III was the high standing by this group on Math Achievement. In Stage III there were no other significant differences. In Stage I, this group was also high on the Raven and on Reading Achievement.

Behavior Rating Scales

There were no similar findings between Stages I and III on any of the BRS scales. In Stage III they differed only on the Anxiety scale, where they received the highest score, indicating effective management of anxiety. In Stage I they were rated significantly low on Academic Task Achievement, Authority, and Peer Relations. They received the highest score on Self-Assertion.

Occupational Values Inventory

Looking at the rankings given to the various values by this group of boys as compared to the rankings given by other groups, there was great similarity begween Stage I and Stage III findings.

In both Stages I and III they ranked comparatively high the values of Independence, Success and Accomplishment, Economic Returns, and were high on general Extrinsic values. In both Steges I and III they ranked low, compared to other groups, the values of Altruism, Intellectual

[1]Rainwater, L, Coleman, R.P., and Handel, G.W., Workingman's Wife: Her Personality, World and Life Style, New York: Oceana Publications, 1959

Stimulation, Surroundings, Variety, and received low general Intrinsic scores.

Additional findings in Stage III included their high ranking of Prestige and their low ranking of Self-Satisfaction. Stage I findings not replicated in Stage III were their high ranking for Follow Father and their low ranking for Esthetics.

Turning now to the intra-group rankings (considering upper-middle class fourteen-year-old males only), it may be noted that there was less agreement for this group of boys between Stages I and III than for most other groups. These boys ranked high in Stages I and III only the value of Associates. They ranked low in both Stage I and Stage III the values of Variety and Esthetics. Ranked high in Stage III, only, were the values of Economic Returns, Prestige, and Creativity. In Stage III the values of Follow Father and Altruism were low ranked.

Findings in Stage I not replicated in Stage III were the high rankings for Security, Self-Satisfaction, and Altruism. (Altruism was high in Stage I but low in Stage III.) Other Stage I findings not replicated in Stage III were the low rankings for Management and Creativity. Creativity, which was high ranked in Stage III, was given low rank in Stage I.

Occupational Interest Inventory

In both Stage I and Stage III these boys received the highest scores of all groups on both Occupational Aspiration and Expectation. Significant in Stage III only was the low discrepancy score between the status level of the Father's Occupation and the Child's own Occupational Aspiration. Also to be noted is the fact that these boys had the highest score for the status level of their Father's Occupation.

There were three significant discrepancy scores in Stage I not replicated in Stage III (the latter two because they were not analyzed in Stage III). These boys had the lowest discrepancy score between their Aspiration and Expectation levels. They also had the lowest discrepancies between both parents' aspirations for them and their own aspiration level.

Educational Aspiration

In both Stage I and Stage III these boys had significantly high Educational Aspiration levels. The Aspiration level was slightly higher in Stage III than in Stage I, a finding observed with the two lower-class fourteen-year-old samples, also.

Social Attitudes Inventory

In Stage III these boys had the lowest "Good Coping" scores of all groups on Task Achievement, Authority, and on the Total score.

In Stage I they received significantly low scores on both "Passive Coping" and "Passive Defensive" behavior. Thus, there were not even any indirect similarities between the findings from the two different versions of the instrument for this group.

Views of Life

Only four scales from the Views of Life showed significant difference for this group, three of them in the "Active" direction. They were highest of the four groups on "Academic Locus of Control," indicating that they considered the student's own performance and efforts to be of primary importance. They also were highest on the "Competition-Cooperation" scale, indicating a preference for completion. They were second highest of the four groups on Total Active Choices. On "Emotional Control" they were second lowest, indicating somwhat of a preference for Emotional Expressivity and Acceptance as compared to the two upper-lower class groups.

Sentence Completion

In the Task Achievement area there were no similarities between Stage I and III findings. In Stage III the only significant finding was that for Aid/Advice, where these boys received the highest score, indicating that they did not tend to seek aid or advice as often as did other groups. In Stage I there were no significant findings in the Task Achievement area.

In the Interpersonal Relations area the only similar finding for both Stages I and III was for the Attitude scale where, in both cases, these boys received significantly low scores. Other findings were rather contradictory between Stages I and III.

In Stage III, these boys received the lowest scores of all groups on Engagement, Aid/Advice, and Coping Effectiveness, and the highest score on Hostile Affect.

In Stage I, by contrast, they received the highest scores on Stance, Coping Effectiveness, and Frequency of Neutral Affect, and the lowest score on Frequency of Negative Affect.

In the area of Authority, on only one scale were the results similar between Stages I and III. In both cases, these boys received significantly low scores on Attitude Toward Authority. In Stage III they received the highest score on Hostile Affect of all groups. There were no other significant differences observed in Stage I in this area.

In the area of Anxiety there were no similar differences in both Stages I and III as in Stage III these boys did not differ significantly from other groups on any of the Anxiety scales. In Stage I these boys received the highest scores on Stance, Coping Effectiveness, and Frequency of Neutral Affect, and the lowest score on Frequency of Negative Affect.

In the area of Aggression these boys did not differ significantly from other groups on any of the scales in either Stage I or Stage III.

On the Sentence Completion Total scores the only similarity between Stages I and III was for Total Attitude where, in both cases, they received the lowest scores of all groups. In Stage III they received the highest score on Hostile Affect, but did not differ on any of the other Total scales.

In Stage I, on the contrary, these boys received the highest Total scores on Stance, Engagement, Coping Effectiveness, and Frequency of Neutral Affect, and the lowest score on Frequency of Negative Affect.

On the Parent/Child Interaction items, there were no similarities between Stages I and III. In Stage III they were significantly low on Self-Concept. Stage I findings not replicated in Stage III were the low standings of this group on Parent/Child Interaction and on Interaction with Father.

On the Reality/Fantasy Achievement Discrepancy scores, this group did not differ significantly from other groups in either Stage I or Stage III.

Story Completion

These boys did not differ significantly from other groups on any of the Coping Effectiveness ratings in either Stage I or Stage III.

In Stage III Coping Style dimensions, the only fairly consistent finding involved Outcome and Evaluation of Outcome. For Outcome they were lowest on Story Six (Anxiety) and on the Mean Outcome score. For Evaluation of Outcome they were lowest on Story One (Academic Task Achievement), Story Four (Anxiety), and on the Mean Evaluation of Outcome score.

They also received the lowest Stance score on Story Seven (Non-academic Task Achievement) and the highest Response Length on Story Three (Aggression). In Stage I these boys differed only on Sociability where they received the highest score.

Interpretive Comments

In Aptitude and Achievement, with the exception of Mathematics Achievement, these boys are usually lowest of all upper-middle class

groups on their scores. In Mathematics Achievement, however, they were highest in one study and second highest (to the ten-year-old upper-middle males) in the other. Thus, these boys are performing somewhat below expectation for their social class. A motivational problem may be responsible.

On the Peer BRS, these boys were low on all areas where significant differences occurred in Stage I (except for Self-Assertion) and were below average (with the exception of Self-Assertion on Anxiety Control) on all Stage III ratings; though these latter were not significant. Thus, their peers do not view them as performing well academically or as getting along well with others. This peer evaluation of classroom behavior may reflect a general lack of motivation and/or interest which also lowers their Aptitude and Achievement test scores (except for Mathematics).

In the inter-group Occupational Value rankings there were four values where this group was significantly high in both Stages I and III (Independence, Success, Economic Returns, and overall Extrinsic values). These are all values which are associated with success in the business or professional world. These boys are likely to end up there and, at age fourteen, they are aware of this. It is interesting to note that the Extrinsic values chosen by these boys are those associated with successful careers, not those unrelated to careers, such as the ones chosen by upper-lower class fourteen-year-old females. Thus, there is a class of Extrinsic values which are related to successful career choices while another sub-set is actually unrelated to career choice but, rather, reflects a lack of interest in careers, and an interest in other aspects of life.

Of the five values rated relatively low by this group in both studies, two of them (Altruism and Esthetics) are Intrinsic, but idealistic and not consonant with the type of careers expected by these boys. The other two (Surroundings and Variety) are Extrinsic and rather irrelevant to the professional or business careers which will more likely be pursued by these boys (and their ten-year-old counterparts) than by other groups. Thus, their choice of values seems to reflect a realistic evaluation of the types of careers in which they will probably find themselves. They were also consistently low on Intrinsic values, indicating that success, itself, rather than particular interests, is the greater motivating quality at this time.

In the intra-group rankings there is only one value which receives one of the top four ranks in each stage and that is Associates, which is surprising after observing their inter-group differences. However, it is not so surprising when one notices that Associates is chosen by all fourteen-year-old samples, reflecting the social needs of this teen-age group. Ranked low by this group in both Stages I and III were Variety and Esthetics. While Esthetics is generally ranked in the bottom four by each group, Variety is not. Thus, this group

stands out in their low intra-group ranking of Variety. Variety is not a necessary accompaniment to successful careers and might almost appear frivolous or indicative of lack of stability in career choice to these boys, who probably plan to pursue a single career.

As for Occupational Interests, in both Stages I and III these boys were first in Occupational Aspiration and Expectation, and first or second in Educational Aspiration. The discrepancy between their own Aspiration and their Father's Occupational level was low. Thus, these boys' occupational and educational plans are consistent with the values they choose, and they fit with business and professional career expectations.

On the Social Attitudes they were significantly low on Passive Coping and Defensive behavior in Stage I (which is in agreement with their high Self-Assertion rating by their peers in both stages). In Stage III they were lowest on Task Achievement and Authority Relations (as well as on the SAI Total score). This is in agreement with their peers' low evaluation of them in the Task Achievement area, and in getting along with others.

On the Views of Life, these boys were significantly high on Academic Locus of Control, Competition (rather than Cooperation), and on Total Active Choices. Their choice of Competition is consistent with information gained from the Occupational instruments, and their view of the (Academic) Locus of Control as within themselves is also consistent with an expectation and desire to accomplish and achieve. Fourteen-year-old males (of either social class) are those who make the most active choices. They are also more self-assertive and less compliant. Active choices are consistent with high level career choices, which, as we have already seen, these boys anticipate. On "Emotional Control vs. Emotional Acceptance and Expressivity," these boys (along with the females of the same age and social class) chose Acceptance and Expressivity (a self-assertive choice, it might be said). As mentioned earlier, this is probably a social class trait, where "Enlightened" upper-middle class parents show greater permissiveness and deliberately foster acceptance of emotional expression on the part of their children.

On the Sentence Completion, there were no Task Achievement findings for this group consistent in Stages I and III, and only one significant finding overall. Thus, these boys did not perform in an outstanding manner in this area. In the Interpersonal Relations area there were significant findings in both Stages I and III, but these findings were quite inconsistent with one another. The Stage I profile indicated that these boys coped well with Interpersonal Relations problems (though expressing a poor Attitude); while Stage III data indicated that they coped quite poorly and expressed a Negative Attitude. It is not possible at this time to make a statement as to which of the contradictory sets of findings more likely represents this group

(though Stage I Peer ratings of their Interpersonal Relations tend to agree more with Stage III findings).

In the Authority area there were no significant Coping Style differences, but in both studies, a very low Attitude Toward Authority was expressed, which agrees with Stage I Peer BRS and Stage III Social Attitudes Inventory findings.

In the Anxiety area there were no Stage III differences, thus consistency cannot be established. However, their Stage I profile indicated that they coped quite well with Anxiety which agrees only with their Stage III Peer rating, plus their general lack of high scores in Depressive or Negative Affect.

In the Aggression area there were no significant findings in either Stages I or III, thus no conclusions can be drawn from this instrument. This lack of significant data agrees with Stages I and III Peer BRS findings and the Stage III Social Attitudes finding.

On the Total scores there was almost complete lack of agreement between Stages I and III findings with the exception of Total Attitude, where they scored lowest in both studies. They were not outstanding otherwise in Stage III but showed the most positive overall profile in Stage I.

On the Parent/Child Interaction items, there were no consistent findings between Stages I and III, but the significant findings in both studies were always negative, indicating some problems with parental authority. This is in agreement with data concerning Authority Relations from other instruments for this group.

On the Story Completion, the Coping Style dimensions showed no consistent findings between Stages I and III, thus no generalizations can be drawn. (They were high on Sociability in Stage I; low on Outcome and Evaluation of Outcome in Stage III.) The high Stage I score on Sociability tends to lend some support to their Stage I Interpersonal Relations findings, as compared to the Stage III findings.

In conclusion, although these boys are intelligent, they are not performing as well as other middle-class groups in school. They expect to succeed and their value system is consistent with success. Their antagonistic attitude toward school authority, and their high level of activity and self-assertiveness, are probably primarily responsible for their somewhat poor school performance, compared to their capabilities. (It would be worth investigating whether their boredom with school may not have some degree of validity in terms of the relevance and challenge of the curriculum.)

They apparently are not a very anxious group, and they handle anxiety problems well. They express hostile affect somewhat freely. In the Stage III testing, indeed, an almost arrogant, hostile attitude was very evident in this group. However, their value system probably is consonant with such expressivity. Challenge and hard work will come later for these boys. Fourteen is a time of learning to cope with a new set of interpersonal problems increasing conflict with authority and the challenge of expanded peer relationships, including heterosexual concerns.

AUSTIN FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

Similar findings were observed in both Stages I and III for Reading Achievement and for Grade Point Average where, in both cases, these girls received significantly high scores. There were no other significant differences in Stage III. In Stage I these girls were also significantly high on their Raven scores and on Math Achievement scores.

Behavior Rating Scales

There were no items on which this group was significantly distinctive in both Stages I and III. Nonetheless, there was a strong similarity. While they were significantly different from other groups in Stage III on only one item, on all the other items where they had been high in Stage I, they recorded high ratings in Stage III. In Stage I these girls were rated by their peers as highest of all groups on both Academic and Nonacademic Task Achievement, Authority, and Peer Relations, Coping with Aggression, and on the BRS Summary. They were significantly lower than average on Self-Assertion. In Stage III, although they did not reach statistical significance, they were given highest on both aspects of Task Achievement and on Peer Relations. They were high, but not highest, on Authority and Coping with Aggression; next to highest on Implementation and Initiation; and lowest on Self-Assertion.

The only statistically significant difference involving this group in Stage III, however, was on the Anxiety item where they received the lowest score, indicating that they expressed distinctly more anxiety than the other groups.

Occupational Values Inventory

Looking first at the inter-group ranking of values (as compared to the rankings given by other groups), there was less similarity between Stages I and III than for most other groups.

Ranked high in both Stages I and III were the values of Altruism and Associates. Ranked low in both Stages I and III was the value of Creativity.

In Stage III, one additional value received a high rating; that was Independence. Ranked low in Stage III, only, was Prestige.

There was a much larger number of significant differences observed in Stage I which were not replicated in Stage III. These girls ranked significantly high in Stage I the values of Esthetics, Self-Satisfaction and were high on the Total Intrinsic values. These girls ranked quite low in Stage I the values of Security, Economic Returns, Surroundings, Follow Father, and were low on the Total Extrinsic score.

On the intra-group rankings (comparative ranking of values given by this group, only), there was much greater agreement between Stages I and III. In both Stages I and III the same four values were chosen the most frequently: Associates, Altruism, Intellectual Stimulation, and Self-Satisfaction.

Of the low ranked values, three of the four were identical in both Stages I and III. These were Esthetics, Creativity, and Follow Father. Ranked low in Stage III, only, was Management, while Prestige received a low ranking in Stage I only.

Occupational Interest Inventory

The only similar finding for this group of girls between Stages I and III involved the discrepancy between the status level of the Father's Occupation and the Child's own Occupational Aspiration where, in both studies, this group was significantly low. This indicates a close correspondence between the status level of their own aspirations and that of their father's occupation.

In Stage III, the status level of the father's job was significantly high, as would be expected. A significant finding in Stage I not replicated in Stage III was a high Occupational Expectation. In Stage III, they still scored high on this, but not as high as the upper-middle boys of both ages.

Educational Aspiration

In Stage III, the Educational Aspiration level for this group did not differ significantly from other groups, while in Stage I their Aspiration was the highest of all groups. There was a decrease in the mean Educational Aspiration level for this group between Stages I and III, while for all other groups there was an increase in Aspiration level.

Social Attitudes Inventory

In the Stage III instrument these girls did not differ significantly from other groups on any of the areas measured by this new questionnaire. In Stage I, however, they were highest of all groups on Active Coping, and second lowest on Active Defensive behavior.

Views of Life

There were more significant differences involving this group than found in the other three groups of fourteen-year-olds. The majority of the differences showed a tendency toward "Passive" choices. One interesting, and rather contradictory, finding is their significantly high score ("Active") on general "Locus of Control," contrasted with their lowest score ("Passive") on "Academic Locus of Control." They see something in their school situation that is contradictory to their general view that they possess the power to control the circumstances in their lives.

They received the lowest score of the four groups on the "Action-Inaction" scale, indicating a preference for lack of action in the face of certain problems. They also received the lowest score on the "Competition-Cooperation" scale, indicating a preference for cooperation.

They were highest of the four groups, however, on the "Earned versus Bestowed Status" scale, indicating a viewpoint that status should be earned, an "active" viewpoint. This appears consistent with their viewpoint on general "Locus of Control."

They received the lowest score of all groups on the "Emotional Control" scale, indicating a preference for emotional expressivity and acceptance of emotional states. They were also lowest of all groups on "Positive versus Negative Self-Concept", indicating a lack of self-confidence, and dissatisfaction with themselves. Their high score on "Activity versus Passivity under Stress" was contrary to their low score on the "Action-Inaction" scale. Although they prefer to "wait and see" what happens when extreme/problems are at issue, when they feel anxious or frightened they prefer to do something active -- perhaps literally move around. These girls were significantly low (second lowest) on the Total Active Choices made.

Sentence Completion

In the Task Achievement area there were no similarities between Stages I and III on any scales. In fact, in Stage III there were no significant differences involving this group. In Stage I the only difference involved Frequency of Positive Affect, where this group was highest of all groups.

In the area of Interpersonal Relations in both Stages I and III this group achieved significantly high scores on both Stance and Engagement. In Stage III they were also highest on Aid/Advice, indicating that they tended to solve problems without invoking the aid of others. Significant in Stage I, and almost significantly replicated in Stage III, was the highest score achieved by this group on Coping Effectiveness.

In the area of Authority these girls received the highest scores of all groups on Stance in both Stages I and III. In Stage III this group also received the highest score on Engagement and the lowest score on Depressive Affect. Significant in Stage I but not replicated in Stage III was the low standing of this group on Attitude Toward Authority.

In the area of Anxiety there were no similarities in the findings between Stages I and III for this group. In Stage III they received the lowest score on Neutral Affect and the highest score on Positive Affect. In Stage I there were no significant differences involving this group.

In the area of Aggression not only were there no similar findings between Stages I and III; the findings between the two times were diametrically opposed to one another. In Stage III, this group was lowest of all groups on Stance and Engagement, while in Stage I they were highest of all groups on these two variables. There were no other differences in Stage I or Stage III for this area.

For the Total scores the only common finding between Stages I and III was that this group had the highest score on Frequency of Positive Affect.

There were no other significant findings in Stage III. In Stage I this group also had received high scores on Total Stance and Coping Effectiveness.

On the Parent/Child Interaction items there were no significant differences involving this group in either Stage I or Stage III.

On the Reality/Fantasy Achievement Discrepancy score, this group was highest of all groups in Stage III, indicating that their actual achievement level was higher than their fantasized achievement level. In Stage I this group did not differ on this variable.

Story Completion

With no Coping Effectiveness differences in Stage III, these girls received significantly high scores on two Stage I stories. They were second highest on Story Ten (Mother's Authority) and Story Seven (Interpersonal Relations.)

When considering Coping Style dimensions, the most outstanding Stage III finding for this group was for the variable Response Length. They were significantly high (first or second) on all seven stories and on the Mean Response Length. Some indications of emotional expressivity was indicated by their high standing on Negative Affect Expressed by Hero in Story Two (IPR), their high standing on Total Affect in Story Two, plus their highest standing on Mean Total Affect expressed across all stories. They were lowest on Engagement in Story One (Academic Task Achievement) and lowest on Engagement and Initiation in Story Two (Interpersonal Relations). They were highest of all groups on Instrumentality in Story Four (Anxiety).

These girls did not differ on any of the Coping Style dimensions in Stage I.

Interpretive Comments

On the Aptitude and Achievement measures, these girls were quite high in both stages on Reading Achievement and Grade Point Average. They were also high in both studies on the Raven and on Math Achievement, though not significantly in Stage III. Thus, there can be no question that these girls achieve well in school.

On the Peer BRS they were consistently the highest (except for Self-Assertion and Anxiety) in Stage I and were high on these same items in Stage III (though nonsignificantly). Again, in Stage III they deviated on Anxiety and Self-Assertion. Thus, they are seen by their peers as possessing those desirable academic and social traits which are consonant with their high level performance in school. These are the same traits which would contribute to good coping behavior in most areas (except, perhaps, for dealing with anxiety).

On the Occupational Values, there were far fewer significant differences involving this group in Stage III than in Stage I (when considering inter-group comparisons of the ranking of values). Consistently high in both studies was their mean score on Altruism and Associates. The idealistic value of Altruism would be expected to be chosen by upper-middle class, teen-age girls who, if seriously viewing a career at all, probably visualize a career concerned with helping others, such as social work or teaching; or they may simply find altruistic values to be of greater appeal than other values which are more closely associated with full-time careers. Their choice of Associates is to be expected in teen-age girls, who have social and interpersonal needs foremost in their minds. (The upper-lower class females of the same age group also consistently chose this value; and this value was also popular with fourteen-year-old males.)

On only one value were these girls significantly low in both Stages I and III, and that was Creativity. The wording of the item perhaps gives a clue as to its unpopularity with fourteen-year-old females:

"work where you could make or invent new things." There is almost a sense of physical labor implied in the wording of this item. Being an "inventor" is often a desire held by younger children (who rate it highly). There is apparently something unfeminine about this choice, the way it is worded in the eyes of fourteen-year-old girls.

On the intra-group ratings (the rating given to each value, compared to the ratings given other values, by this same group), the same four values receive the top ranking by this group in both Stages I and III. Their choice of Altruism and Associates has already been discussed. These are popular values for all fourteen-year-old groups. Their other top-ranked values are Self-Satisfaction and Intellectual Stimulation. These two values are also very popular with nearly all groups in both studies, so these girls are not distinctive in this regard.

The following three values were ranked among the bottom four in both Stages I and III by these girls: Esthetics, Creativity, and Follow Father. Esthetics is ranked low in nearly all groups, so it does not distinctively characterize the value structure of this group. Follow Father is also a generally low-ranked value, especially for fourteen-year-olds. In the case of females this is especially understandable, since they are acquiring a more feminine role. Finally, Creativity ("making or inventing new things") is another value generally ranked low by females, for reasons just discussed. Thus, the intra-group ranking of values by these girls does not distinguish this group specifically from other groups.

On the Occupational Interest measures, these girls had significantly high Occupational Expectations in Stage I, but they did not differ on Aspiration in either study, or on Expectation in Stage III. Their Educational Aspiration was highest of all groups in Stage I, but not significantly so in Stage III. Their average aspiration level actually dropped between Stages I and III, while that of their upper-middle class, male agemates was higher in Stage III. In both cases, however, both groups expect to attend college. These girls' discrepancy scores between their own aspirations and the status level of their father's occupation are interesting.

In both studies, they aspire to a lower level job than that held by their father, and this discrepancy is highly significant in both studies. Although these girls are performing well in school, it is doubtful whether they are seriously considering a full-time career as a long-term likelihood. They expect to attend college,almost as a social requirement, perhaps. Thereafter, if they do work for a while, they expect it to be in jobs of lower status than the jobs their fathers held. Probably they are realistic in anticipating this temporary status, while anticipating marriage to boys who will ultimately achieve the same job status as their fathers'.

Turning to the Social Attitudes Inventory, it may be observed that (in Stage I) these girls were first in Active Coping and significantly low in Active Defensive behavior (which is consistent with BRS findings). In Stage III, however, they did not differ on any of the five areas covered by the new Social Attitudes Inventory; thus, they reported about average Coping Effectiveness, in all areas.

On the Views of Life instrument, the majority of significant differences involving these girls were "Passive" in nature. That is, they saw the Academic Locus of Control as being external to themselves (perhaps in the teacher's awarding of good grades), they preferred Inaction to Action, Cooperation to Competition, Emotional Expressivity/Acceptance to Emotional Control, tended to have a Negative Self-Concept, and were significantly low on the total number of Active Choices made. Their three "Active" choices were General Locus of Control, belief in Earned vs. Bestowed Status, and a belief in increased Activity under Stress. One would expect these middle-class girls to believe in earned status as one of the classical middle-class values. This is consistent with their belief that their general locus of control is within themselves, rather than imposed by others. Their belief in increased activity when anxious or frightened is not inconsistent with good coping behavior.

Their choice of inaction over action suggests a "Passive Coping" syndrome which dictates that it is often most effective to do nothing when problems arise rather than react, and perhaps, intensify them. Cooperation is more highly valued by females, in general. This may be related to their more mature social skills, as well as to their more passive coping style.

The more negative self-concept these girls express, contrasting with their effective behavior, suggests that their standards for their own behavior are higher than those of other fourteen-year-old groups, possibly to the point of an unrealistic and somewhat stressful perfectionist.

In the Sentence Completion data, there were no Task Achievement differences distinguishing this group in either Stages I or III. They portrayed themselves as pretty average performers, which is less than they actually achieved.

In Interpersonal Relations, they were generally high in both Stage I and Stage III, with no significant difference in the affective realm. This is in good agreement with BRS and Occupational Values data and is not inconsistent with some of their Views of Life findings. They operate effectively in social relationships, and they know it.

In the Authority area, they were somewhat high in Stages I and III, though they expressed a negative attitude in Stage I. The overall findings, however, would indicate that their Authority relations were better than average. This agrees with their Peer BRS data.

In the Anxiety area, these girls do not differ from other groups in Stages I or III on actual Coping behavior or Effectiveness. However, they are lowest on Neutral Affect and highest on Positive Affect in Stage III (an unexpected finding). This appears contrary to the BRS finding that indicated they easily become anxious. In their own eyes, at least, they do not have a problem, here.

Findings in the area of Aggression are completely contradictory between Stages I (where they are high) and III (where they score poorly). Stages I and III BRS data would tend to confirm the Stage I findings. The apparent contradiction may arise out of the fact that some of the Sentence Completion items request information concerning the handling of their <u>own</u> aggressive behavior, while the peers rate them only on the handling of aggression <u>from</u> <u>others</u>. Still, their Sentence Completion self-portrayals do differ in the two stages, on this issue.

On the Total scores these girls were consistent in both Stages I and III only in their high standing on Positive Affect. There were no other distinctive findings in Stage III, though these girls ranked high on Stance and Coping Effectiveness in Stage I.

These girls did not differ from the other groups on any of the Parent/Child Interaction items in either Stage I or Stage III.

On the Story Completion instrument there were no distinctive findings on the Coping Style dimensions. In Stage I there were no differences distinguishing this group. In Stage III, the only mean score showing significant difference from other groups was Response Length, where they ranked first. In Stories One (Academic Task Achievement) and Two (Interpersonal Relations) these girls scored low on Engagement and were high on the Affect dimensions (Negative and Total)on Story Two. As for Coping Effectiveness, these girls were high only on the stories involving Mother's Authority and one of the Interpersonal Relations stories. These two Stage I findings are in agreement with the other data concerning these girls' good relationships with both Authority and Peers.

In conclusion, it may be said that these girls do quite well in school and are highly regarded by their peers. Their occupational and educational goals do not appear to be crystallized at this time. They cope quite well with most of their current problems, especially those involving other people. The self-descriptive data from the Views of Life would tend to indicate a rather passive, though effective approach to life; but data from elsewhere would indicate that their coping is more of the active variety, when necessary. Overall, compared with the other groups, they show a combination of social maturity, superior natural endowment, and a purposefully maintained value structure which results in outstanding school performance and positive evaluations by their peers.

ANOVA OF MEANS
AUSTIN SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

There were no systematic age differences in Stage I or III since the scores were standardized separately within each age group for each country. There were no significant interactions involving age which appeared in both Stage I and Stage III. Though there were no interactions involving age in Stage III, there were two observed in Stage I. There, on the Raven, the middle class excelled at both age levels, but this difference was accentuated in the fourteen-year-old sample. For Mathematics, at age ten the females excelled, but at age fourteen the males excelled.

Socioeconomic Status

The middle-class children excelled the lower-class children on the Raven, the Mathematics and the Reading Achievement Tests and on Grade Point Average, in both Stage I and Stage III.

Significant in Stage III, but not in Stage I, was an SES x Sex interaction for Reading Achievement. In the lower class there was no sex difference, whereas in the middle class the females excelled the males.

There were no significant differences involving SES which were observed in Stage I but not in Stage III.

Sex

Females received higher scores than did males on the Reading Achievement Test and on Grade Point Average in both Stages I and III. There were no other differences which were true for one analysis but not the other.

BEHAVIOR RATING SCALE

Age

There were no similar findings in both Stage I and Stage III which involved the age main effect or any interactions involving age.

There were two significant Age x Sex interactions observed in Stage III which were not found in Stage I. (It should be noted here that there were over twice as many significant interactions observed in Stage I data as compared with Stage III data). For both Self-Assertion and Anxiety, at age ten there was virtually no sex difference; while at

age fourteen the males excelled the females.

There was one significant age main effect in Stage I not replicated in Stage III. In Self-Assertion, the fourteen-year-olds excelled the ten-year-olds. Four significant Age x SES interactions in Stage I were not replicated in Stage III. For Academic Task Achievement, Interpersonal Relations, and the Summary score, at age ten the lower class excelled while at age fourteen the middle class excelled. For Nonacademic Task Achievement, the middle class excelled at both age levels, but this difference was accentuated in the fourteen-year-old sample. There were seven significant Age x Sex interactions in Stage I not replicated in Stage III. For Academic Task Achievement, Authority, Interpersonal Relations, Aggression, and the Summary score the females excelled the males at both age levels but this difference in favor of the females was accentuated in the fourteen-year-old sample. In Nonacademic Task Achievement, at age ten the males excelled while at age fourteen the females excelled. For Anxiety, at age ten there was no sex difference observed, while at age fourteen the females tended to become more easily upset.

Socioeconomic Status

There were no social class main effects which were similar in Stages I and III. Also, there were no SES x Sex interactions in common in the two analyses. In fact, in Stage III there were no significant social class main effects. There were, however, three significant SES x Sex interactions. For Academic Task Achievement, in the lower class the males excelled while in the middle class the females excelled. For Implementation and Initiation, the females excelled the males in both social class groups, but this difference in favor of the females was accentuated in the middle class.

There were two significant social class differences observed in Stage I which were not replicated in Stage III. The middle class excelled the lower class in both Nonacademic Task Achievement and Aggression.

Sex

There were three sex main effects which were similar to those observed in Stage I. Females received higher scores than males on Authority and Aggression and lower scores on handling Anxiety.

Stage III findings with new variables also indicated that females excel males in Initiation and Implementation.

Stage I findings which were not replicated in Stage III include the superiority of females over males in Academic Task Achievement, Interpersonal Relations, and the Summary score, and the superiority of the males in Self-Assertion.

OCCUPATIONAL VALUES

Age

There were a number of Age main effects which were identical in Stage I and Stage III. In both analyses, the ten-year-olds gave higher scores to Esthetics, Creativity, and Follow Father. The fourteen-year-olds, in both cases, gave higher scores to Independence, Success, Security, and Associates. Thus, on seven of the fifteen values the same Age main effects were observed. There was one Age x SES interaction which was identical for both analyses. That is, for Prestige, at age ten the lower-class children excelled; while at age fourteen the middle-class children excelled. One identical Age x Sex interaction indicated that, for Altruism, the females excelled the males at both age levels; however, this difference in favor of the females was significantly greater in the fourteen-year-old sample than in the ten-year-old sample.

Age main effects observed for the first time in Stage III included a reversal on Altruism. That is, in Stage III the ten-year-olds excelled, but in Stage I the fourteen-year-olds excelled. Also, the ten-year-olds received higher scores on Intellectual Stimulation and on the Total Intrinsic Score; while the fourteen-year-olds scored higher on Economic Returns and the Total Extrinsic score. There were three Age x SES interactions observed for the first time in Stage III data. For Self-Satisfaction and Surroundings, at age ten the middle-class children scored higher; while at age fourteen the lower-class children received higher scores. For Economic Returns, at age ten the lower-class children excelled; while by age fourteen the middle-class children received higher scores. There was also one new Age x Sex interaction. For Prestige, the males excelled the females at both age levels; but this difference in favor of the males was significantly greater in the fourteen-year-old sample than in the ten-year-old sample.

There were three Age main effects observed in Stage I data which were not replicated in Stage III. The ten-year-olds received higher scores on Prestige, while the fourteen-year-olds scored higher on Self-Satisfaction and Altruism. (This last finding was reversed in Stage III.) There was only one Age x SES interaction in Stage I not replicated in the later analysis. For Security, at age ten the middle-class children scored higher; while at age fourteen the lower-class children received the higher scores. There were three significant Age x Sex interactions observed in Stage I but not replicated in Stage III data. For Security, the males excelled at both age levels, but the difference in favor of the males was accentuated in the fourteen-year-old sample. For Variety, the females excelled at both age levels, but this difference in favor of the females was greater in the fourteen-year-old sample. For the Total Extrinsic Scores, the males excelled at both age levels, but this difference in favor of the males was greater in the ten-year-old sample.

Socioeconomic Status

There were three social class main effects which were identical in both Stage I and Stage III. For Security and Variety, the lower-class children scored higher; while the middle-class children more often chose the value of Follow Father. There were no significant SES x Sex interactions present in both Stages I and III.

There were two social class differences observed in Stage III, but not in Stage I. The middle class chose more frequently than the lower class the values of Independence and Associates. There were three SES x Sex interactions observed in Stage III only. For both Success and Follow Father, the males scored higher than the females in both social class groups; however, this difference in favor of the males was significantly greater in the lower class sample than in the middle-class sample. For Surroundings, in the lower class the females excelled the males, but in the middle class there was virtually no sex difference.

There were three social class main effects observed in Stage I, but not replicated in Stage III. The lower class scored higher than the middle class on Creativity and Surroundings; while the middle class more often chose the value of Altruism. There were two Stage I SES x Sex interactions not replicated in Stage III. For Self-Satisfaction, the females scored higher than the males in both social classes, but this difference in favor of the females was significantly greater in the middle class than in the lower class. For Economic Returns, the males scored higher in both social classes, but this difference was greater in the middle class than in the lower class.

Sex

A large number of sex main effects were identical in both Stage I and Stage III. In fact, eleven of the seventeen scales gave the same results in both analyses. The females scored higher than the males in Altruism, Esthetics, Self-Satisfaction, Associates, Variety, and the Total Intrinsic score. The males scored higher than the females in Success, Creativity, Economic Returns, Follow Father, and the Total Extrinsic score.

Significant in Stage III, but not in Stage I was the greater frequency of choice by the males of the value Prestige and the more frequent choice by females of the value of Surroundings.

Significant in Stage I, but not replicated in Stage III, was the greater frequency of choice by females of the value of Intellectual Stimulation, and the more frequent choice by males of the value Security.

OCCUPATIONAL INTEREST INVENTORY

Age

In both Stage I and Stage III the fourteen-year-olds had significantly higher Occupational Aspirations and Expectations than did the ten-year-olds. There were no interactions involving age which were similar in both Stages I and III.

In Stage III the status level of the Father's Occupation of the fourteen-year-old sample was significantly higher than was that of the ten-year-olds.

There were three significant Age x SES interactions in Stage I which were not replicated in Stage III. For Occupational Expectation, at both age levels the middle-class children had the higher expectation; however, this difference in favor of the middle class was significantly greater at the fourteen-year-old level than at the ten-year-old level. (Looking at this interaction in another manner, it may be said that in the lower class there was virtually no age difference, while in the middle class the fourteen-year-olds excelled the ten-year-olds.) For the discrepancy between the Child's Expectation and Aspiration levels, at age ten the middle class had the greater discrepancy; while at age fourteen the discrepancy was greater in the lower class. Finally, a significant Age x SES interaction involved the discrepancy between the Father's Occupational level and the Child's own Occupational Aspiration. At both age levels the discrepancy was greater in the lower class; however, this discrepancy was greater at the fourteen-year-old level than at the ten-year-old level.

One significant Age x Sex interaction observed in Stage I was not replicated in Stage III. For Occupational Aspiration, the males excelled the females at both age levels; however, this difference in favor of the males was greater in the fourteen-year-old sample than in the ten-year-old sample.

Socioeconomic Status

In both Stage I and Stage III the upper-middle class children exceeded the upper-lower class children in both Occupational Aspiration and Expectation. In both studies, also, the discrepancy between the Father's Occupation and the Child's Aspiration was greater in the lower class than in the middle class. There were two identical SES x Sex interactions in Stages I and III. For Occupational Aspiration in both studies, the males exceeded the females in both social classes; however, the difference in favor of the males was greater in the middle class than in the lower class. (In Stage I this interaction may be observed in another manner. That is, the middle class exceeds the lower class in both sexes; however, this difference in favor of the middle class is greater among the males than among the females.)

The other identical SES x Sex interaction involves the discrepancy between status level of Father's Occupation and Child's own Aspiration. In both Stages I and III the discrepancy was greater for the males than for the females in both social classes; however, this discrepancy in favor of the males was greater in the middle class than in the lower class.

In Stage III, as would be expected, the status level of the Father's Occupation was significantly higher for middle-class subjects than for lower-class subjects. In Stage III there was also a significant SES x Sex interaction that was different from that observed in Stage I for Occupational Expectation. In both social classes the males had the higher expectation; however, this difference was greater in the middle than in the lower class.

In Stage I the interaction for this variable (Expectation) was somewhat different in nature. In the lower class the females exceeded the males; while in the middle class, the males had the highest expectations.

Sex

There were three common sex findings between Stages I and III. The males exceeded the females in both Occupational Aspiration and Expectation. Also, the males had the greater discrepancy scores between the status level of their Father's Occupation and their own Occupational Aspirations.

There were no additional Stage III sex differences.

In Stage I, the females had the greater discrepancy scores between both Parents' Aspirations for them and their own Occupational Aspirations.

EDUCATIONAL ASPIRATION

Age

There was no age difference in Stage III; however, in Stage I the fourteen-year-olds had higher Educational Aspirations than did the ten-year-olds. There were no significant interactions for this variable in either Stage I or Stage III.

Socioeconomic Status

In both Stage I and Stage III the upper-middle class children had higher Educational Aspirations than did the upper-lower class children.

Sex

There were no sex differences in either Stage I or Stage III.

SOCIAL ATTITUDES INVENTORY

The two versions of this instrument must be discussed separately because of the completely different nature of the two versions of the instrument.

Age

In Stage III the ten-year-olds excelled the fourteen-year-olds in "Good Coping" in the following areas: Task Achievement, Authority Relations, Aggression, and in the Total score. There were two similar and significant Age x Sex interactions. For Interpersonal Relations and for the Total score the females excelled the males at both age levels; however, this difference in favor of the females was greater at the fourteen-year-old level than at the ten-year-old level.

Contrarily in Stage I, the fourteen-year-olds excelled the ten-year-olds on both Active Coping and Active Defensive behavior, while the ten-year-olds excelled in Passive Coping. There were no significant interaction effects in the Stage I version of the instrument.

Socioeconomic Status

In Stage III the upper-lower class excelled the upper-middle class in "Good Coping" scores in Authority Relations, handling Aggression, and in the Total scores. In Stage I the lower class received higher scores on Passive Coping and on Active and Passive Defensive behavior.

Sex

In the Stage III version of the instrument the females excelled the males on all measures of "Good Coping;" that is, the Task Achievement, Authority, Aggression, Interpersonal Relations, Anxiety, and the Total scores.

In Stage I the only difference was for the Active Defensive scale where the males excelled the females.

VIEWS OF LIFE (Stage III, only)

Socioeconomic Status

The upper-middle class more frequently gave the "Active" choice on the following subscales: general "Locus of Control," "Independence (versus Inter-dependence)," and "Activity (rather than Passivity) under Stress." The upper-lower class more frequently made the "Active" choice on Self- (rather than Joint) Implementation, Emotional Control (rather than Expressivity or Acceptance), and "Positive" (rather than "Negative") Self-Concept.

There was only one significant SES x Sex interaction, and that was for the subscale "Self versus Other Initiation." Here, in the lower class, the males more frequently made the "Active" choice (Self-Initiation): while in the middle class, the females more frequently chose Self-Initiation or the "Active" choice.

Sex

The males made the "Active" choices more frequently than did the females on "Academic Locus of Control" (Self-Control versus Control by Others), on "Action" (as contrasted to Inaction) in the face of problems, on Competition (as compared to Cooperation), on Solutions by the Self (rather than by others), and on Total Number of Active Choices. The females more frequently chose the "Active" choice only on Earned (versus Bestowed) Status.

SENTENCE COMPLETION

Task Achievement

Age: There were no similar age differences between Stages I and III. In Stage III fourteen-year-olds received higher scores than did ten-year-olds on Aid/Advice, indicating that they less frequently sought such aid or advice.

There was one significant Age x Sex interaction in Stage III involving Attitude toward Task Achievement. At age ten the females had the better attitude; while at age fourteen the males had the more positive attitudes. Looking at this interaction in another manner, among the males, the fourteen-year-olds had more positive attitudes, whereas among the ten-year-olds the females had the more positive attitudes.

In Stage I, the fourteen-year-olds received higher scores on Coping Effectiveness and on Frequency of Positive Affect. There were no interactions involving age.

Socioeconomic Status: There were no social class main effects in Stage III and only one in Stage I. That was for Frequency of Positive Affect when the upper-middle class received the higher scores. However, in Stage I there were two interactions involving SES x Sex. Both for Stance and For Coping Effectiveness, in the lower class the males received the higher scores; while in the middle class the females received higher scores.

Sex: Again, there were no common findings between Stages I and III. In Stage III the only significant difference was for Depressive Affect where the females received the higher scores.

In Stage I males received higher scores on Engagement and Frequency of Neutral Affect; while the females were higher on Frequency of Positive Affect.

Interpersonal Relations

Age: There were two similar age main effects in both Stages I and III. That is, ten-year-olds expressed more positive Attitudes toward Interpersonal Relations; while the fourteen-year-olds had the higher Stance scores.

There were no identical interactions involving age in both Stages I and III, though there was one which was a direct reversal (for Coping Effectiveness).

Stage III findings not found in Stage I were three Age x Sex interactions. For Attitude, at age ten the males' attitude was more positive; while at age fourteen, the females had the more positive attitude. For both Aid/Adivce and Coping Effectiveness at both age levels the females scored higher; however, this difference in favor of the females was greater in the fourteen-year-old sample than in the ten-year-old sample. The Coping Effectiveness interaction may be interpreted in another manner. That is, among the males the ten-year-olds scored higher; while among the females the fourteen-year-olds scored higher.

Significant main effects in Stage I which were not replicated in Stage III included the higher scores for fourteen-year-olds on Engagement, Coping Effectiveness, and Frequency of Neutral Affect; and the higher scores of the ten-year-olds on Frequency of Negative Affect. Three significant Age x Sex interactions occurred.

For Coping Effectiveness, at both age levels the females excelled; however, this female superiority was greater in the ten-year-old sample than in the fourteen-year-old sample (note the difference between this finding and that for Stage III). For Frequency of Negative Affect, at age ten the males scored higher; while at age fourteen the females received higher scores. For Frequency of Neutral Affect the opposite effect was observed. That is, at age ten the females scored higher while the reverse was true at age fourteen.

Socioeconomic Status: There were no similarities between Stages I and III, since there were no significant social class main effects in Stage III.

In Stage I the upper-middle class scored higher on Attitude, Stance, Coping Effectiveness, and Frequency of Neutral Affect, while the upper-lower class scored higher on Frequency of Negative Affect.

Sex: The only similar sex main effect was that for Coping Effectiveness where in both Stages I and III the females received the higher scores.

In Stage III the females also scored higher on Stance, Engagement, Aid/Advice, and Depressive Affect; while males scored higher on Hostile Affect.

The only Stage I finding not replicated in Stage III involved Attitude where the females received the higher score.

Authority

Age: There were two similar age main effects in both Stages I and III. The ten-year-olds had more positive Attitudes Toward Authority, while the fourteen-year-olds had a higher Stance score. There were no similar interactions involving age in both studies.

Significant in Stage III, only, were the higher scores of the fourteen-year-old sample on both Hostile and Positive Affect, and the higher scores of ten-year-olds on Depressive Affect.

In Stage I there were two significant interactions involving age. For Engagement a significant Age x SES interaction involving Engagement indicated that at age ten the lower class received higher scores; while at age fourteen the upper-middle class received the higher scores. A significant Age x Sex interaction for Frequency of Negative Affect indicated that at age ten the males expressed more negative affect, while at age fourteen the females expressed more of this affect.

Socioeconomic Status: The only social class main effect common between Stage I and Stage III was for Stance, where the upper-middle class scored higher. Significant, also, in Stage III was the higher score of the upper-middle class on the variable Engagement.

There were also three significant SES x Sex interactions in Stage III. For Engagement, in the upper-lower class the males excelled, while in the upper-middle class the females excelled. (Looking at this interaction in another way, it may be observed that there was virtually no social class difference in the male sample; whereas among the females, the middle class excelled.) For Coping Effectiveness, in the lower class the males excelled; while in the middle class the females excelled. (Looking at this interaction in another way, among the males the lower class excelled, while among the females, the middle class excelled.) Finally, for Neutral Affect, in the lower class the males excelled while in the middle class the females excelled. One may also say of the latter interaction that, in the male sample the lower class excelled, while among the middle class the females excelled.

The only significant difference in Stage I not replicated in Stage III involved Coping Effectiveness, where the upper-middle class received higher scores.

Sex: The only sex difference which occurred was in Stage III, where females received higher scores on Depressive Affect than did males.

Anxiety

Age: There were no similar age main effects between Stages I and III. There were also no similar interactions involving age as Stage I had no significant interactions in this area.

Stage III findings were that ten-year-olds were higher on Neutral Affect while fourteen-year-olds were higher on Positive Affect. There was one significant Age x SES interaction for Positive Affect. At age ten the lower class had the higher scores; while at age fourteen the middle class scored higher.

There were four significant Age x Sex interactions for Stage III. For Stance, there were virtually no sex differences at the ten-year-old level; however, at age fourteen the males excelled the females. Looking at this interaction in another manner, among the males the fourteen-year-olds excelled; however, among the females the ten-year-olds excelled.

For Engagement, at age ten the females excelled; while at age fourteen the males excelled. Looking at the interaction in another manner, among the males the fourteen-year-olds excelled; while among the females the ten-year-olds excelled.

For the variable Aid/Advice, at age ten the females excelled; while at age fourteen the males excelled. Looking at this in another manner, among the males the fourteen-year-olds excelled, while among the females the ten-year-olds excelled.

For Hostile Affect, at both age levels the males received higher scores; however, this difference in favor of the males was greater at age fourteen than at age ten. Looking at this interaction in another manner, it may be determined that among the males the fourteen-year-olds expressed more Hostile Affect, while among the females the ten-year-olds expressed more Hostile Affect.

Socioeconomic Status: There were no similar socioeconomic class differences observed in both Stage I and Stage III.

In Stage III there were no significant social class main effects, but there was one significant SES x Sex interaction involving Engagement. In the upper-lower class the males received the higher scores; while in the upper-middle class the females received higher scores. Looking at this interaction in another manner, it may be seen that among the males the lower class scored higher, while among the females the middle class received the higher scores.

There was only one social class difference in Stage I not replicated in Stage III. For Stance, the upper-middle class children received higher scores.

Sex: For Sex there were two similar findings for both Stages I and III. In both studies the males scored higher than the females on Stance. Also similar was the higher score of the females in Stage III on Depressive Affect, and Stage I on Negative Affect (which included Hostile Affect in Stage I).

The only new finding in Stage III was the higher score of the males on Hostile Affect.

Stage I findings not replicated in Stage III were that the males received higher scores on Engagement, Coping Effectiveness, and Frequency of Neutral Affect.

Aggression

Age: There were no common age findings between Stage I and Stage III for any of the Aggression variables.

In Stage III the ten-year-olds received higher scores on both Stance and Engagement.

There were also three significant Age x SES interactions in Stage III. For Stance, at age ten the middle class children excelled, while at age fourteen the lower-class children excelled. Looking at this interaction in another manner, it may be said that in the lower class the fourteen-year-olds excelled, while in the upper-middle class the ten-year-olds excelled.

For Engagement, at age ten the upper-middle class excelled, while at age fourteen the lower-class children excelled. This interaction also may be interpreted differently: that is, in the lower class there was virtually no age difference, while in the middle class the ten-year-olds excelled.

For Aid/Advice, at age ten the middle-class children excelled, while at age fourteen the lower-class children excelled. It may be said also of this interaction that among the lower class the fourteen-year-olds excelled; while in the middle class the ten-year-olds excelled.

In addition, there were four significant Age x Sex differences in Stage III. For Stance, at both age levels the males excelled, but this difference in favor of the males was significantly greater in the fourteen-year-old sample than among the ten-year-olds. These same data also indicate that in the male sample there was virtually no age difference, but in the female sample the ten-year-olds excelled the fourteen-year-olds.

For Engagement, at age ten the females received higher scores, but at age fourteen, the males received the higher scores.

For Aid/Advice, again at age ten the females scored higher; while at age fourteen the males scored higher. These same data also indicate that in the male sample the fourteen-year-olds received higher scores, but in the female sample the ten-year-olds excelled.

For Positive Affect, at age ten the males excelled; while at age fourteen the females excelled.

There was only one significant age difference in Stage I not replicated (in fact reversed) in Stage III. That is, for Stance the fourteen-year-olds excelled the ten-year-olds.

Socioeconomic Status: There were no common social class differences for both Stages I and III.

In Stage III there were no significant social class main effects or SES x Sex interactions.

In Stage I the middle class excelled the lower class in both Stance and Engagement. There were also two significant SES x Sex interactions. For Frequency of Negative Affect, in the lower class the females scored higher; while in the middle class the males scored higher. For Frequency of Neutral Affect, just the opposite interaction was observed; that is, lower-class males excelled while middle-class females excelled.

Sex: There were no common sex findings between Stages I and III.

In Stage III the males scored higher on Stance and Hostile Affect; while the females scored higher on Coping Effectiveness and Depressive Affect.

In Stage I the females received higher scores on Stance (a reversal from Stage III) and Engagement.

Total Scores

Age: There were three age main effects which were significant in both Stages I and III. For Total Attitude the ten-year-olds excelled, while for Stance and Positive Affect the fourteen-year-olds excelled. (There were no similar interactions involving age in both studies.)

Significant in Stage III, only, was the higher score of the fourteen-year-olds on Aid/Advice.

There was one significant Age x SES interaction for Positive Affect. Among the ten-year-olds, the lower class expressed more Positive Affect; while among the fourteen-year-olds the middle class expressed more.

There were two Stage I main effect differences not replicated in Stage III. For Coping Effectiveness, the fourteen-year-olds excelled; while for Frequency of Negative Affect the ten-year-olds scored higher.

Also not replicated were two Age x Sex interactions. For Frequency of Negative Affect at both age levels the females scored higher; but this difference in favor of females was larger in the fourteen-year-old sample than in the ten-year-old sample.

Just the opposite interaction occurred for Frequency of Neutral Affect. That is, males across age groups excelled, but the difference was greater for fourteen- than for ten-year-olds.

There was one significant Age x SES interaction for Engagement. At age ten the lower-class children excelled; while at age fourteen the middle-class children excelled.

Socioeconomic Status: There were no similar social class findings between Stages I and III as there were no significant social class main effects in Stage III.

There was one significant SES x Sex interaction for Stage III. For Aid/Advice in the lower class the males excelled; while in the middle class the females excelled (i.e., requested more aid or advice). Looking at this in another way, it may be said that in the male sample the lower class excelled (requested more aid); while in the female sample the middle class excelled.

There were four significant social class main effects in Stage I not replicated in Stage III. The middle class received higher scores on Total Stance, Coping Effectiveness and Positive Affect, while the lower class received higher scores on Frequency of Negative Affect.

Sex: The only similar finding between Stages I and III involved Negative Affect. In Stage III females were higher on Depressive Affect, and in Stage I they were higher on Negative Affect.

Significant in Stage III only was the higher score of males on Hostile Affect.

There were four significant Stage I main effects not replicated in Stage III. The females scored higher on Total Attitude and Frequency of Positive Affect; while the males were higher on Engagement and Frequency of Neutral Affect.

Parent/Child Interaction

Age: There was one similar age finding in both Stages I and III. For Interaction with Father, the ten-year-olds scored higher than did the fourteen-year-olds.

There were two significant age main effects in Stage III, only. For "Self-Concept" and for "Interaction with Mother," the ten-year-olds received higher scores. There was also one Age x SES interaction for Self-Concept. At age ten the middle-class children had the better Self-Concept; while at fourteen the lower-class had the better Self-Concept.

A Stage I finding not replicated in Stage III involved the Parent/Child Interaction item. Here, the ten-year-olds scored higher than did the fourteen-year-olds. Also, there was a significant Age x Sex interaction for Interaction with Father. At age ten the males received the higher scores; while at age fourteen the females scored higher.

Socioeconomic Status: There were no similar findings between Stages I and III. In fact, there were no significant social class differences in Stage III.

Significant in Stage I, but not replicated in Stage III, was the higher scores of the middle-class children on Self-Concept and on Interaction with Mother. Also, there was a significant SES x Sex interaction for Self-Concept. In the lower class the males had the better Self-Concept; while in the middle class the females had the better Self-Concept.

Sex: There were no similar findings between Stages I and III and no findings whatsoever in Stage III involving sex.

In Stage I, only, the Interaction with Mother item was significant where the females scored higher than did the males.

Reality/Fantasy Achievement Discrepancy Scale

Age: Only in Stage I was there an age difference; the ten-year-olds received the higher scores.

Socioeconomic Status: In both Stages I and III the middle-class children scored higher on this variable, indicating that their actual achievement tended to be greater than their self-portrayed achievement.

In Stage I, there was a significant SES x Sex interaction. In both social classes the females scored higher, but this difference was greater in the lower class than in the middle class.

Sex: In Stage I, only, the females received significantly higher scores than did the males.

STORY COMPLETION

A. Coping Effectiveness

Age: There were no common findings between Stages I and III for any of the Coping Effectiveness ratings, by area. For the Academic Task

Achievement area, no significant age differences or interactions involving age appeared in Stages I or III.

For the area of Interpersonal Relations there were no significant differences involving age in Stage III. In Stage I, the fourteen-year-olds received higher scores on one story (Story Seven). For this story, as well as Story Four, there was also a significant Age x SES interaction. At age ten the middle-class children scored higher; while at age fourteen the lower-class children scored higher.

For the area of Aggression there were no significant age differences (or interactions involving age) in either Stages I or III.

For the Anxiety area the findings were reversed between Stages I and III. For both Stage III stories (Four and Six), the ten-year-olds received higher scores; while in Stage I the fourteen-year-olds scored higher on Coping with Anxiety (Story Five). The story stems were not identical in Stages I and III.

In Stage I Anxiety, there was also a significant Age x SES interaction. At age ten the middle-class children scored higher; while at age fourteen the lower-class children were receiveing the higher scores.

For the Authority area there were no significant age differences in Coping Effectiveness in Stage III (Story Five), though in Stage I, one of the Authority Stories (Story Ten) yielded significant age differences. Here the fourteen-year-olds scored higher than the ten-year-olds.

For Nonacademic Task Achievement (Story Seven) there were no significant age differences in Stage III. In Stage I the ten-year-olds excelled the fourteen-year-olds in Coping Effectiveness in this area.

For Total Coping Effectiveness, there were no common main effect results which occurred in Stages I and III.

In Stage III the ten-year-olds received higher scores. Here there was also a significant Age x SES interaction. At age ten the middle-class children received higher scores; while at age fourteen the lower-class children scored higher.

In Stage I the same significant Age x SES interaction occurred which was described just above.

Socioeconomic Status: There were no common findings for Coping Effectiveness involving social class between Stages I and III. In Stage III there was one significant social class main effect for Story Four (Anxiety). Here the middle-class children scored higher than did the lower-class children. There were no significant Stage I findings involving social class or interactions other than those discussed under the age classification.

Sex: There was one similar Coping Effectiveness finding involving sex in both Stages I and III. For the Authority area in Stage III (Story Five) and in Stage I (Story Ten) the females scored higher than did the males. Remember that these were different story stems in the two studies.

There were no other significant sex findings in Stage III involving Coping Effectiveness.

In Stage I there were five significant sex findings not replicated in Stage III. The females scored higher than the males on Coping Effectiveness for Story Eight (Aggression), Stories Four and Seven (IPR), Story Six (Nonacademic Task Achievement), and were highest on Total Coping Effectiveness.

B. Coping Style Dimensions

Prior to a discussion of coping style results, it should be recalled that only Total scores were used in Stage I; while both Total and individual Story scores were analyzed in Stage III. Furthermore, in Stage III additional coping style dimensions were added; and in Stage I there were two dimensions (Sociability and Attitude toward Authority) not scored in Stage III. Total scores will first be compared between Stages I and III, for those dimensions measured in both.

Age: The only common finding was for the Mean Stance score. In both studies, the ten-year-olds excelled the fourteen-year-olds. In Stage III this was also true for Story Two concerning Interpersonal Relations. There were two significant Stage III interactions for Stance on individual stories. In Story One (Academic Task Achievement) an Age x SES interaction indicated that at age ten there was virtually no class difference; while at age fourteen the lower-class children excelled.

An Age x Sex interaction for Story Seven Stance (Nonacademic Task Achievement) indicated that in the ten-year-old sample the males excelled; while in the fourteen-year-old sample the females excelled. Looking at this in another manner, it may be said that among males the ten-year-olds excelled; while among females the fourteen-year-olds excelled.

There were two Stage III age differences not found in Stage I. Here the ten-year-olds were also higher on Total Engagement and on Implementation. On Stage III individual stories, the ten-year-olds excelled on Story One (Academic Task Achievement) and Story Two (IPR) Engagement, and on Story Four (Anxiety) Implementation. Also significant in Stage III only was the fact that the fourteen-year-olds excelled the ten-year-olds in both Mean Negative Affect by Hero and Mean Total Affect expressed.

In Stage I the fourteen-year-olds were higher on both Initiation and Implementation. There was also a significant Age x SES interaction for Initiation. In the ten-year-old sample, the males excelled; while in the fourteen-year-old sample the females excelled.

The mean Stage I results on Initiation contrasted with individual Story Stage III findings -- in the latter stage, on Story One (Academic Task Achievement), the ten-year-olds excelled the fourteen year olds. This was also true in Story Two (IPR). In Story Seven (Nonacademic Task Achievement) there was a significant Age x Sex interaction indicating that among ten-year-olds the males scored higher; while among fourteen-year-olds the females scored higher. Looking at this data in another way, it may be said that among the males, the ten-year-olds received higher scores; while among females, the fourteen-year-olds scored higher.

There were three additional Age x SES interactions in Stage I not replicated in Stage III. For Engagement at age ten the middle-class children excelled; while at age fourteen the lower-class children excelled. This same interaction was observed for Affect expressed in conjunction with the Problem and in conjunction with the Outcome.

There were some additional age differences observed for variables new in Stage III. For Mean Aid/Advice the ten-year-olds excelled the fourteen-year-olds. They also excelled in Story Six (Anxiety) on this same variable.

In Stage III, there were also several significant interactions involving Aid/Advice. For Story Two (IPR) an Age x Sex interaction indicated that among the ten-year-olds the males more often sought Aid/Advice while among the fourteen-year-olds the females more frequently sought this Aid/Advice.

In Story Three (Aggression) an Age x SES interaction indicated that among the ten-year-olds the middle class sought Aid/Advice more frequently while among fourteen-year-olds the lower class scored higher.

In Story Five (Authority) at age ten the males had higher Aid/Advice scores; while at age fourteen the females scored higher. Looking at this interaction in another manner, it may be said that in the male sample the ten-year-olds scored higher; while in the fourteen-year-old sample the females received higher scores.

On both Mean Outcome and Mean Evaluation of Outcome, the ten-year-olds also received higher scores. Ten-year-olds also had higher Outcome scores on Stories One (Academic Task Achievement), Three (Aggression), Four (Anxiety) and Six (Anxiety). They were higher on Evaluation of Outcome for Stories One and Three.

For both variables there were also significant (and identical) Age x SES interactions for the Total score. That is, at age ten the

middle-class children scored higher on both variables, while at age fourteen the lower-class children excelled. Looking at the interaction for Evaluation of Outcome in another manner, it may be said that in both age groups the ten-year-olds excelled; however, this difference in favor of ten-year-olds was significantly greater in the middle class than in the lower class.

There was a significant Age x Sex interaction for Evaluation of Outcome in Story Two (IPR). At age ten the males excelled; while at age fourteen the females excelled.

Also significant in Stage III was Mean Response Length, where fourteen-year-olds excelled ten-year-olds. For this variable, the fourteen-year-olds also excelled the ten-year-olds on each individual story as well as the Total score. There was a significant Age x Sex interaction for Mean Response Length also. At both age levels the females excelled, but at the fourteen-year-old level, the difference in favor of females was larger than at age ten. This same interaction was also observed for individual Stories One, Two, Three, Four, Six, and Seven.

For the new Stage III variable "Positive Affect of Hero," the mean score showed no significant differences involving age, but two individual stories had significant interactions involving age.

For Story Three (Aggression), an Age x SES interaction indicated that among the ten-year-olds the middle-class children showed more Positive Affect; while among the fourteen-year-olds the lower-class expressed more Positive Affect.

For Story Seven (Nonacademic Task Achievement), an Age x Sex interaction indicated that among ten-year-olds the males showed more Positive Affect; while among fourteen-year-olds females expressed more of this Positive Affect.

For the new Stage III variable "Negative Affect Expressed by the Hero," there was a significant Age x SES interaction found for Story Two (IPR). At both age levels, the middle-class children expressed more Negative Affect; while among fourteen-year-olds, the lower class expressed more. Looking at this interaction in another manner, it may be said that in the lower class the fourteen-year-olds expressed more Negative Affect; while in the middle class there was virtually no age difference. In Story Five (Authority) an Age x SES interaction indicated that in the ten-year-old sample, middle-class children expressed more Negative Affect; while in the fourteen-year-old sample the lower class expressed more.

For Story Six (Anxiety) and Story Four (Anxiety), the fourteen-year-olds expressed more Negative Affect than did the ten-year-olds.

Considering "Total Affect of Hero Plus Others," on Story Two (IPR), the fourteen-year-olds excelled the ten-year-olds. The same was the case for Story Four (Anxiety). For Story Five there was a significant Age x Sex interaction indicating that at age ten the females excelled; while at age fourteen the males excelled. In Story Six (Anxiety) fourteen-year-olds scored higher than ten-year-olds.

For the new Stage III variable "Instrumentality," (which is similar in conceptualization, but not identical to the Stage I variable "Persistence") there were no mean results involving age. Neither were there significant age differences for any of the individual stories.

The individual Story findings are worth examining for age, on Implementation, since the Stage III mean score showed no significant differences (as contrasted to Stage I where fourteen-year-olds excelled on this mean score).

In Story Two (IPR) a significant Age x SES difference indicated that among ten-year-olds, middle-class children excel; while among fourteen-year-olds, the lower-class children excel. This was the only significant finding involving this variable.

For the new Stage III variable "Solver," the mean scores revealed no age differences. In Story Four (Anxiety), the ten-year-olds had higher scores. This was the only significant difference involving "Solver."

Socioeconomic Status: For Total Stance (which was based only on Story One, Academic Task Achievement)in Stage I, there were no similar findings.

In Stage III, the lower class scored higher than the middle class in Total Stance. They also scored higher on Story One (Academic Task Achievement). These were the only social class differences involving Stance. In Stage I a significant SES x Sex interaction indicated that in the lower class the females excelled, but in the middle class the males excelled.

For Engagement, there was no social class main effect for Total scores in either Stage I or Stage III. None of the individual story scores were significant for Stage III, and there were no significant SES x Sex interactions for Engagement.

There were no social class differences in the mean Initiation score for either Stages I or III. Again, there were no individual story differences in Stage III for either the main effect or for SES x Sex interactions.

Aid/Advice was analyzed only in Stage III and the Total score revealed no social class differences. Individual story scores also revealed no class differences either in main effects or in SES x Sex interactions.

Solver was analyzed only in Stage III. The mean score for Solver revealed no social class differences. In Story Four (Anxiety), the middle class achieved higher scores for Self-Solving than did the lower class. There were no other significant differences involving the dimension of Solver.

Implementation was scored in both Stages I and III, but there were no mean social class differences in either study.

For Stage III Story Two (IPR) there was a significant SES x Sex interaction which indicated that in the lower class the males excelled in Self-Implementation; but in the middle class the females excelled. There were no other differences involving Implementation.

Outcome (Completion) was analyzed only in Stage III. The mean score for Outcome revealed no social class differences. In Story Three (Aggression), the lower class received higher scores than did the middle class. This was the only social class difference involving Outcome.

Evaluation of Outcome was also only analyzed in Stage III. The mean Evaluation of Outcome scores revealed no social class differences. Individual story scores also revealed no significant differences.

Response Length was also only analyzed in Stage III, and the mean Response Length scores revealed no social class differences. For Story Three (Aggression), the lower class scored higher than did the middle class. This was the only social class difference in Length of Response.

Instrumentality (which is conceptually similar to Persistence in Stage I) revealed no mean social class differences in Stages I or III. In Story Four (Anxiety) the middle-class children engaged in more separate instrumental acts than did the lower-class children. This was the only social class difference involving Instrumentality.

The Affect dimensions were measured quite differently in Stages I and III; and thus they are hardly comparable. In Stage I there was no mean social class difference in Affect Associated with the Problem or the Outcome. In Stage III, also, there were no social class differences for any of the three mean Affect measures.

In Story One (Academic Task Achievement), the middle class scored higher than the lower class on Negative Affect Expressed by Hero. In Story Two (IPR) again the middle class scored higher on Negative Affect Expressed by Hero. In Story Six (Anxiety), a significant SES x Sex interaction indicated that in the lower classes the females expressed more Positive Affect, but in the middle classes the males expressed more. Looking at this interaction in another manner, it may be observed that among the males the middle class expressed more Positive

Affect; but among the females the lower class expressed more of this Positive Affect.

Sociability, a variable measured only in Stage I (from Story One), indicated that middle-class children expressed more social concerns in a conflict situation than did lower-class children. A significant SES x Sex interaction also indicated that in the lower class the females had higher scores on Sociability, but in the middle class the males scored higher.

Sex: For Total Stance, there were no significant sex differences in Stages I or III. For Stage III Story Five (Authority), the females scored higher than did the males. This was the only significant sex difference involving Stance.

There was no sex difference for Total Engagement in Stage III, but in Stage I the females received higher scores than did the males on Total Engagement. In Stage III Story Six (Anxiety) the males scored higher than females on Engagement. This was the only individual story difference for Stage III Engagement.

For Initiation, the mean scores produced no significant differences in Stage III, but in Stage I the females scored higher than the males on this mean score. In Stage III Story Two (IPR) the males scored higher than the females on Initiation. This was the only significant difference in Stage III.

Aid/Advice was analyzed only in Stage III, and the mean score showed no sex differences. In Stage III Story Six (Anxiety), the males scored higher than did the females. This was the only significant difference in Stage III.

Solver was also analyzed only in Stage III. The mean scores did not reveal any sex differences. Also, no individual story revealed any significant sex differences involving this variable.

Implementation in Stages I and III revealed no significant differences. Also there were no significant differences for any of the individual Stage III stories involving this variable.

Outcome (Completion) was analyzed only in Stage III. The mean score showed the females as being higher than the males, indicating that the Hero more frequently completed the task presented by the problem. Also in Story Five (Authority) the females received higher scores. This was the only individual story where significant sex differences occurred.

Evaluation of Outcome was also analyzed only in Stage III where the mean scores showed the superiority of the females over the males. For Stage III Story Four (Anxiety), the females also scored higher than did the males. For Story Five (Authority), again, the females excelled. There were no other sex differences in Stage III.

Response Length was scored only for Stage III, and the average score indicated that females wrote longer stories than did males. Story One (Academic Task Achievement), Story Two (IPR), Story Three (Aggression), Story Four (Anxiety), Story Five (Authority), Story Six (Anxiety), and Story Seven (Nonacademic Task Achievement) all indicated that females wrote longer stories than did males.

Now let us examine Instrumentality (called Persistence in Stage I). There were no mean sex differences for either study. In Stage III Story Four (Anxiety), the females scored higher than did the males meaning that the heroine in their stories engaged in more separate instrumental acts directed toward problem-solving than the heroine in stories written by males. Also in Stage III Story Five (Authority), the females received higher scores. Instrumentality is probably closely related to Response Length as those stories presenting more separate instrumental acts are more likely to be the longer stories.

Let us now look at the Affect dimensions, which were measured differently in Stages I and III. On the mean scores, regardless of the method of measurement, the females appeared to excel. In Stage III the females received higher mean scores on Positive Affect Expressed by Hero and on Total Affect Expressed by Hero Plus Others. In Stage I they were higher on Affect Expressed in Conjunction with the Outcome. In Stage III Story Two (IPR) the females were again higher on Positive Affect and Total Affect. In Story Three (Aggression), females were higher on Positive Affect and on Total Affect. In Story Five (Authority) they were higher on Positive Affect; and in Story Six (Anxiety), they were higher on Positive Affect; and in Story Six (Anxiety), they were higher on Total Affect.

INTERPRETIVE COMMENTS AND IMPLICATIONS

A. Age Differences

Age differences which were not at least partially replicated in both studies will not be discussed except where instrument revisions require it.

As all Aptitude and Achievement measures were standardized within each age group, there were no age differences.

Since, on the BRS, the children were rated only by peers of their own age groups, analysis of age differences would be meaningless.

In the Occupational Values, the ten-year-olds consistently chose Esthetics, Creativity, and Follow Father. The wording of the items for Creativity and Esthetics may be partially responsible for their greater frequency of choice by the ten-year-olds. "Work like that of an artist or musician," "work where you can make or invent new things," are somewhat romantic and idealistic goals which appeal

neither to the more practical nature of the older children nor are they related to the more conventional professions and careers more frequently chosen by older children.

The fact that "Creativity" and "Esthetics" are more general concepts than the specific wording of the items imply probably contributes to their greater frequency of choice by ten-year-olds. Had the wording been more abstract, fourteen-year-olds might have given them a higher value. The choice of Follow Father by the ten-year-olds is probably due to (a) the greater identification of the younger children with the father; (b) the decreased attachment of the older children, due to adolescent reaction against authority as vested in parents; (c) the emergence of genuine differences in vocational interest between father and children, as the latter enter adolescence; or (d) increased desire for jobs better than the father's, by fourteen-year-olds, especially in the working class.

In both studies, fourteen-year-olds chose more frequently Independence, Success, Security, and Associates. The greater frequency of choice of the two extrinsic values of Security and Associates by the fourteen-year-olds is not difficult to explain. Security is a realistic concern, which fourteen-year-olds have the maturity to recognize as an important prerequisite. The choice of Associates is simply one more indication of the heightened social awareness and friendship concerns of the older children. The choice of Success is also probably due to a greater insight into the non-static nature of "jobs" or work, and recognition that room for advancement is one of the benefits of certain jobs. The fourteen-year-olds' choice of Independence is also completely predictable, since this is the age where the struggle with adult authority (both parental and school) has begun in earnest. They want to be free of the restrictions which now bind them and they see this as a continuing need in the future. Thus, the fourteen-year-old choices reflect practicality, expression of current conflicts and interests, plus an awareness of the non-static nature of future careers; while the ten-year-olds are still identifying with parental authority and choosing idealistic, romantic (yet concrete) goals more frequently.

The status structure of jobs and careers is apparently not so clearly defined for the younger children, and they tend to choose by other value systems than society's placement of careers on a status level. The fourteen-year-olds consistently showed greater Occupational Aspiration and Expectation levels with respect to the status level of jobs preferred. They are aware of the status which accompanies various careers and, being aware, tend more often to choose the higher level ones. Perhaps all children would aspire to the higher level jobs were they aware of the hierarchy defining them. Thus it may be said that the fourteen-year-olds aspire to, and expect to achieve higher level jobs and are more practical and insightful as to the nature of actual job satisfactions than are the younger children.

Among the Self-Report instruments, the Social Attitudes will be examined first. Both versions must be discussed, since the scales are not similar in the two studies. In Stage I the fourteen-year-olds were higher on both Active Coping and Active Defensive behavior; while ten-year-olds chose more frequently Passive Coping. This greater frequency of Active choices by the fourteen-year-olds is probably indicative of more effective and direct coping methods, plus an unwillingness to accept passively situations which are not to their liking. They are more willing to change a situation, whether by behaving effectively or by simply reacting. The younger children are more willing to accept and/or obey, just as they accept authority. They have not developed sufficient independent coping skills to take an active role, yet they are willing to passively behave in a socialized manner. In the Stage III Social Attitudes Inventory the ten-year-olds excelled the older children in Task Achievement, Authority, Aggression, and on the Total score. Since, theoretically, fourteen-year-olds should be more effective copers (especially in Active Coping), one could hypothesize that these findings may be due to one or another of the following conditions: (a) the younger children (as in Stage I) chose the "passive" coping alternatives more frequently, while older children chose enough of the "poor coping" alternatives to counterbalance any active "good coping" choices made; (b) the younger children took the task more seriously; or (c) the younger children accurately report more conforming behavior on precisely those scales most strongly enjoined by adults.

The Sentence Completion will be examined area by area. In the Task Achievement area there were no consistent age differences in the two studies, though the very few age differences which did occur were all in favor of the fourteen-year-old sample. No generalizations can be made. In Interpersonal Relations, the ten-year-old sample consistently had the more positive Attitude; though the fourteen-year-olds excelled in Stance in both studies. (The fourteen-year-olds also were higher on the remainder of Coping Style dimensions in Stage I.) It has been the general finding in the past that the younger children tend to express the more positive attitudes toward most areas under study; though older children usually detail more effective coping behavior. That the attitude of younger children is more positive is probably based upon a number of factors. First, in their greater naivety, they have not organized all of their negative experiences so that negative generalizations are made; rather, they react negatively to specific individual experiences. Second, they are still under the influence of their childhood training which tends to emphasize saying "nice" things about situations and people (regardless of their actual feelings), and they are not yet in rebellion against authority. The fourteen-year-old scores are often lowered, what is more, not so much because they express negative attitudes, as because they state more neutral, noncommital, or conditional evaluations. The latter type of response reflects their developing critical facility and their conditional acceptance or rejection of generalized statements.

In the Authority area, again, the ten-year-olds consistently express more positive Attitudes, while the fourteen-year-olds were higher in both cases on Stance, indicating a greater willingness to react, or act, upon a problem involving Authority. Stage III findings in the Affective dimensions bring more evidence to bear upon the age difference in Attitudes Toward Authority since fourteen-year-olds express more Hostile Affect; but ten-year-olds express more Depressive Affect. This Hostile Affect is in line with the more Negative Attitude and hypothesized rebellion against authority by older children; while the younger children's depressive reactions are indicative of the fact that they still wish to please authority figures and are unhappy when problems arise with them.

There were no consistent findings in the area of Anxiety or Aggression, thus no comments can be made, other than suggesting the possibility that in an emotionally charged problem situation, age makes less difference than it does in other types of problem situations.

On the Total scores, again, the ten-year-olds expressed more generally positive attitudes than did the fourteen-year-olds, regardless of problem area. The fourteen-year-olds were consistently higher on Stance and Positive Affect. That they were higher on Stance was to be expected since they supposedly possess greater Coping skills and are more ready to act rather than to accept. Their higher score on Positive Affect is not easy to explain in light of their more Negative Attitude. One possibility (for this instrument) is that the positive affective reaction to a problem is a form of synicism or overt indication of indifference to the problem where to say that one is "happy" about the problem is similar to an "I don't care" attitude. Most other Total Coping score findings which were not replicated in both studies were in favor of the fourteen-year-olds, indicating, again, more effective coping skills.

The age differences on the Parent/Child Interaction items again throw light on the authority problem since all significant age findings (two in Stage I, three in Stage III) are in favor of the ten-year-olds. This simply reinforces the view that ten-year-olds get along better with and react more favorably to (parental) authority.

The Story Completion data presents the greatest dilemma of all data with respect to age differences. For, though one would expect, again, indices of more effective coping from the older children, this simply was not the case.

Furthermore, although the stories did not change that drastically between Stages I and III, there are total reversals on Coping Effectiveness scores. In Stage I only Coping Style mean scores were given and, while ten-year-olds excelled on Stance, the fourteen-year-olds excelled on Initiation and Implementation. In Stage III, the ten-year-olds excelled on all Coping Style dimensions except Response Length and the

Affective measures, where fourteen-year-olds consistently excelled. More peculiar was the high Stage I Coping Effectiveness scores obtained by the fourteen-year-olds (with one exception); while in Stage III the ten-year-olds consistently excelled. Other evidence indicates that the older children cope more effectively; the small amount of Stage I evidence also indicates this. Why, then,the reversal in Stage III findings? The areas where fourteen-year-olds do score higher present some clues. They write longer stories, consistently, and their heroes express more negative and more total Affect than do the ten-year-olds'. Very frequently the longer the stories, the greater the likelihood of the details including affective statements. Short stories are more often to the point and do not dwell on the inner feelings of the hero. Thus, the hypothesized correlation between Response Length and Affect emerges. It is natural to expect the older children to write longer stories with their greater writing skills and, often, more active imaginations. However, a perusal of these fourteen-year-old stories gives a clue as to why their Coping Style and Effectiveness scores are lowered. They create fantastic problems for their hero to overcome, introduce subplots, fill the stories with negative interactions and affective states, and seem, often, to take great glee in unhappy endings where the hero rebelliously refuses to comply simply and straightforwardly with the problem: thus, the lowered scores on Coping Style dimensions and Coping Effectiveness scores. Why? It is probable that many consider the task trivial and the solution to the problem presented obvious. Here they see an excuse for their emerging witticisms and a chance to express their already existent problems with authorities (as represented, on this occasion, by the adult test administrator). The task is obvious, why take it seriously. Ten-year-olds, on the other hand, take the problems seriously as they are often on the level that they are likely to encounter and feel great concern over. Also, they more frequently wish to please the authorities by resolving the problems presented (in writing) in a realistic manner. Their sometimes poor writing skills do not contribute to their desire to write long and complex stories introducing obstacles which lower coping scores. This leaves us with the problem of why the change between Stages I and III.

First, different schools were sampled, especially in obtaining the fourteen-year-old sample. The Stage III school where the majority of the sample was obtained was seething with resentment against most authority and the students were apparently less cooperative than were the Stage I older subjects. Second, there have apparently been some real (though subtle) changes in the years which intervened between the two studies. These changes are most apparent in the older child's more overt rebellion against authority. He feels freer to defy them, whether on paper, verbally, or mentally. This is a part of a social change which has been occurring rapidly in the United States at this time. The Story Completion instrument was, perhaps, simply the "last straw" for these children, and the form of the instrument allowed them to give full vent to their often amorphous but hostile feelings toward

school and authority. Thus, the Stage III Story Completion findings. If these hypotheses are, in fact, true, then this finding simply lends further evidence to an original hypothesis that the older children will have more problems with authority than will the younger children. Thus, all is not lost from the results of this instrument. This would, of course, suggest that one prerequisite for improving the quality of secondary education is that of improving relations with teachers and other school authorities. A second suggestion might deal with the possibility that these children are bored because of a lack of intellectual stimulation in the subject taught, the way it is presented, or the level on which it is presented.

B. Social Class Differences

Consistent and significant social class differences appeared on all Aptitude and Achievement measures in favor of upper-middle class children. This finding corresponds with the results of many earlier studies. Environmental and motivational causes may certainly be responsible for the poorer achievement performance, and motivation can certainly lower the scores, even on so-called pure Aptitude measures. Therefore, prior to commenting at great length on the old heredity vs. environmental controversy, let us look at the motivational and attitudinal structure of both social classes as evidenced by data from this battery of instruments.

On the Peer BRS, there were no consistent social class findings for any item, due to the total lack of social class differences in Stage III. (The higher middle-class ratings on the two Stage I items are not difficult to explain. The higher Nonacademic Task Achievement score is probably related to the greater variety of extra-curricular activities engaged in by children from the middle class. The higher score on Coping with Aggression from others is probably attributable to the stricter training in the middle class in dealing in a socially acceptable manner with aggression from others.)

In the Occupational Values, the only consistent differences in social class were for Security and Variety, where the upper-lower class scored higher; and for Follow Father, where the upper-middle class scored higher.

Security would naturally seem to be of greater concern to children who have lived in environments where job security is a real and continuing problem and where the financial effects of being without a job may have been personally experienced. The consistent preference for Variety may reflect a certain degree of environmental deprivation or a feeling on the part of these children that they have not experienced the wide variety of activities often participated in by children of higher social classes. It is to be expected that upper-middle class children would more often desire to follow their fathers' careers as there fathers' careers are more desirable in status.

Some intra-group rankings were consistent between Stage I and III, for both social classes. The upper-lower class placed among the top four, in both studies, Self-Satisfaction, Security, and Intellectual Stimulation. Self-Satisfaction and Intellectual Stimulation were also chosen by the upper-middle class, indicating the general popularity of these two variables. Thus, looking at the intra-group rankings of the upper-lower class, only Security was a uniquely high value, probably for reasons cited earlier. The upper-lower class ranked lowest (intra-group) the values of Management, Independence, Esthetics, and Follow Father in both Stages I and III. But, again, the low ranking of all but Follow Father was shared by the upper-middle class in both studies so this does not represent any strong class difference. The low ranking of Follow Father has already been commented upon. Although the upper-middle class consistently chose both Altruism and Associates (intra-group) as one of their top four values, this finding was not totally unique to them, since in Stage I the upper-lower class also chose Altruism; while in Stage III the upper-lower class also chose Associates. Thus, while generally popular, these two choices were more consistent in the upper-middle class. Altruism may be considered a luxury to be afforded by those whose basic needs have been met. The desire for Associates is an expression of social awareness, a recognition that interpersonal relations, even within a career setting, are of great importance. Actually an examination of the intra-group similarities and differences in choice of values revealed very little that has not already been commented upon when discussing consistent, significant social-class differences.

In the Occupational Interest measures, significant social class differences were observed (in favor of the upper-middle class) in Occupational Aspiration and Expectation as well as in Educational Aspiration. This is not unexpected, but does point out a certain degree of lesser motivation (see Aspiration) on the part of the upper-lower class. To <u>expect</u> to achieve a lower level is perhaps nothing more than realistic thinking. To <u>aspire</u> to a lower level, however, may partially reflect motivation which may be evidence which can be brought to bear on any Aptitude and Achievement difference explanation. As one would also expect, the upper-lower class consistently had greater discrepancy scores between their own Aspiration level and the job level held by their father. Part of this may be an artifact of the fact that upper-middle class children's father have (in many cases) already achieved the highest level; thus, an upper-middle class child cannot aspire to a higher level than his father. On the other hand, in America it is natural for children from the lower classes to aspire to job levels above their fathers', while still not aspiring to as high a level as the upper-middle class children.

The two versions of the Social Attitudes Inventory must be discussed separately since the scales are totally different.

In Stage I, the upper-lower class scored higher on Passive Coping, and on Active and Passive Defensive behavior. While one would expect the upper-middle class to excel in Active Coping, this was not the case. This evidence suggests that, when upper-lower class children do cope, they choose the passive rather than the active style of coping, but that they engagein defensive behavior of both varieties more often than do upper-middle class children. The means indicate that these children tend to choose the passive approach most frequently, whether in coping or defensive behavior. They do not attempt as often to cope actively with problems by attempting to change the situation. In the Stage III Social Attitudes the upper-lower class children were higher on "good coping" responses to Authority and Aggression, as well as on the total score. This evidence does not, in and of itself, indicate what forms of "good coping" responses resulted in this finding; but Stage I findings would suggest that these children earn their higher "good coping" scores by engaging in "passive" coping endeavors.

On the Views of Life, in the fourteen-year-old sample, the upper-middle class children gave more "active" responses on Locus of Control, Independence vs. Interdependence, and Activity vs. Passivity under stress. Upper-lower class children made the active choice more frequently on Self- vs. Joint Implementation, Emotional Control vs. Emotional Acceptance and Expressivity, and Positive vs. Negative Self-Concept. The upper-middle class children's choice of Internal (or Self) Control, Independence, and desirability of Activity under stress, is what would be expected from middle-class training methods and from the social concepts instilled into these children. The choice of personal or internal Locus of Control probably reflects the upper-middle class children's observation that aims may be accomplished through an individual's effort; while the upper-lower class children probably have had observed that they (or their parents) have relatively less power to bring about change in society. That the upper-lower class chose Self- (rather than Joint) Implementation is slightly contradictory to the upper-middle class' choice of Independence rather than Interdependence, since the concepts are certainly related. Perhaps in the upper-lower class there is more of a feeling that if one does not do something himself, it will not get done; or, it may reflect poorer interpersonal relations, where working together with someone is not a productive endeavor. That the upper-lower class has a more positive self-concept is not readily explicable, unless this finding is due to the greater expectations and demands placed upon upper-middle class children who, when they do not live up to these expectations, feel self-critical.

On the Sentence Completion instrument, in the Task Achievement area, social class differences were virtually nonexistent.

In Interpersonal Relations there were no consistent social class differences, since there were no social class differences in Stage III.

(In Stage I the upper-middle class children excelled on all Interpersonal Relations scales, and there is data from other instruments which indicate that superiority of the upper-middle class in dealing with others may be a reality.)

In the Authority area, there is consistent evidence that the upper-middle class children cope better with authority-related problems. (This is inconsistent with Stage III SAI findings; but as mentioned earlier, the SAI results for the upper-lower class may be reflecting a passive "good coping" behavior style, while Sentence Completion data indicate that the upper-middle class children are excelling in Active Coping.)

Social class differences in the Anxiety area were virtually non-existent. Evidently, the handling of anxiety is a human problem that is not affected by social class so much as by individual characteristics unrelated to class.

There were no consistent social class differences in the Aggression area, again, because there were no significant Stage III differences. (In Stage I the upper-middle class children excelled, which is consistent with Stage I BRS findings, but not with Stage III SAI findings.) The SAI findings may have occurred because of the upper-lower class choice of "Passive Good Coping" choices, while the Sentence Completion data that favor the upper status children indicate that they are active copers.

On the Sentence Completion Total scores, again, no consistent social class results occurred, since there were no significant social class differences in Stage III. In Stage I there was a general pattern of superiority for the upper-middle class which agreed with their general Stage I BRS findings.

On the Parent/Child Interaction items there were, again, no Stage III significant social class differences so that generalizations from the significant Stage I findings are not tenable. (Upper-middle class children were higher on Self-Image and Interaction with Mother.) This superiority of the upper-middle class on Self-Image is in conflict with the Views of Life finding on the more Positive Self-Concept of the upper-lower class. The Sentence Completion items, however, were based upon the child's estimate of their parent's evaluation of them; while this was not true for Views of Life. Thus, the difference may have something to do with the parental evaluation aspect of the Sentence Completion items.

The upper-middle class was consistently (and significantly) higher on the Reality/Fantasy Achievement Discrepancy score, indicating that they tend consistently to under-evaluate their academic achievements, while the upper-lower class tends to over-value it. The high status children seem to expect more of themselves and to be more self-critical.

The working-class children appear to judge themselves by easier standards, and be content with less than strenuous performance.

The Story Completion instrument gives very little significant or consistent findings regarding social-class differences. There was only one (minor) significant finding in Stage I, and only three findings in Stage III which could be termed even slightly consistent. First, the upper-lower class had a tendency to score generally higher on Stance, indicating a willingness to face the problem. However, the lack of differences on the "action" scales indicates that this higher Stance score was not accompanied by more efficient performance or coping on the part of the heroes of the upper-lower class. There was also a tendency on Story Four (Anxiety related to Mother's Authority) for the middle-class children to excel on the few scales where significant differences occurred (higher scores on Instrumentality, on Solver, and on Coping Effectiveness). Considering the nature of the story itself, this perhaps reflects an awareness in the upper-middle class children of the greater avenues open to them in contacting the appropriate individuals for retrieving the lost object. This situation may also have been seen as more anxiety ridden by the upper-lower class children, to whom the loss of personal items is a more serious financial loss. Thus, if the story was more anxiety-provoking to upper-lower class children, they may have reacted more affectively; while middle-class children did not see the lost coat as such a tragedy and they were able to deal with the problem more rationally.

C. Sex Differences

On Aptitude and Achievement the females consistently excelled the males on both Reading Achievement and Grade Point Average; while the other two measures revealed no sex differences. Much of this superiority of the females is probably due to (a) greater motivation to do well and please the teacher, (b) better relations with Authority, and (c) more obedient (or passive) classroom behavior, which could contribute to their higher grades.

Peer BRS data lend support to such interpretations. In both Stages I and III the females were rated higher on getting along with Authority (as vested in the teacher), and for more effectively handling Aggression from others. Males were higher rated on Self-Assertion, a finding which probably reflects more active disrupting and non-cooperative tendencies. Males in both studies were seen as handling Anxiety more effectively than did females, but this does not necessarily bear directly upon classroom performance. (Females excelled in Stage I on Interpersonal Relations and in Stage III on both Initiation and Implementation.) Thus, females are seen by their peers as getting along better with others and as having better work habits, both of which probably contribute to their higher achievement scores.

Turning next to Occupational Values, only consistent, significant sex findings will be discussed. In both Stages I and III females

scored significantly higher on Altruism, Esthetics, Self-Satisfaction, Associates, Variety, and Total Intrinsic. The males consistently scored higher on Success, Creativity, Economic Returns, Follow Father, and Total Extrinsic. These findings seem to reflect the awareness of males that jobs or careers earning money are a real future eventuality for them; while the females tend to choose values that do not necessarily reflect any organized career considerations that include the necessity for actually earning a living. Rather, they are values which can be generalized to life in general rather than being job or career specific. They are more humane and idealistic. They reflect a less career-oriented value system; while the male value choices are centered about job success.

In the intra-group rating of values in both Stages I and III, the only value consistently rated in the top four by the males was Associates. This was also consistently high in the female sample. Three values were consistently ranked in the lowest four positions by males: Management, Independence, and Esthetics. The low value given to Esthetics by males has already been commented upon. Why Management and Independence are low rated by males is not readily explicable, although they do not appear to be specifically sex related since females also hold these values in rather low esteem.

The females are completely consistent in their choice of the top four values, those being Altruism, Self-Satisfaction, Intellectual Stimulation, and Associates. Associates are chosen consistently by both sexes, thus this finding is not of any value in sex difference discussions. Intellectual Stimulation is also a consistently popular value with males and, thus, little can be said regarding its contribution to any explanation of sex differences. The same may be said for Self-Satisfaction. In Stage I the males also showed a high preferencce for Altruism, but this value dropped considerably in male popularity for Stage III. There is no ready explanation for this drop. However, the females' consistent choice of this value is consistent with the significant sex difference in favor of females for Altruism and probably reflects their greater social awareness, interest in Interpersonal Relations, and general interest in sets of values not necessarily related to serious career choices.

Their consistently low ranking of the value of Follow Father has been commented upon earlier. Their consistently low ranking of Success is, again, in line with the significant sex difference found for this value. "Getting ahead" is related to serious career choices. This is simply of greater interest to males; though even the males ranked this value as one of the middle ones, rather than as either high or low.

Looking next at Occupational Interest, it may be noticed that in both Stages I and III the males had higher Occupational Aspirations and Expectations, as one would expect, since the males are fully aware that they will have to earn a serious living when grown, while many

females see work as only a temporary state of affairs, not as a life-long preoccupation. The type of jobs most often chosen by females are of a slightly lower status (such as school teacher) than those frequently chosen by males. That there was no sex difference in Educational Aspiration is interesting and seems to suggest that the amount of schooling desired is not directly related to future career aspirations. Girls, as often as boys, wish to attend college for social reasons, if for none other. Their desire to attend college does not necessarily reflect a desire for career training. The males also consistently had greater discrepancy scores between their own aspirations and the status level of their fathers' jobs. This one would naturally expect, due to the higher aspiration of the males.

Turning next to the Social Attitudes Inventory, Stage I differences will be discussed first. The males were significantly higher on Active Defensive behavior than were the females. This is in agreement with their higher peer ratings on Self-Assertion. Both findings indicate that males react in an overtly aggressive manner more frequently than do females. In Stage III the females scored significantly higher on <u>all</u> Social Attitudes Inventory Scales, which suggests that they are better copers in general than are males. This, of course, agrees with the Peer BRS data, but does not reveal any information as to the method of coping employed ("active" or "passive").

On the Views of Life (fourteen-year-old data only), the males more frequently made "Active" choices on Academic Locus of Control, Action (vs. Inaction), Competition (vs. Cooperation), Self- (rather than Other-) Solver. The only scale where the females more frequently chose the "Active" alternative was for Earned (vs. Bestowed) Status. Males were also higher on Total Active Choices made. Thus the males seem to place greater importance on actively confronting problems, on resolving them, themselves, and on competitive success rather than cooperation. They believe that their own behavior in school is responsible for their academic results, not external causes. That males <u>less</u> frequently chose Earned Status may indicate a tendency for males to be aware that status is often achieved through position or family, rather than one's own personal efforts; alternatively, it may be that girls are less likely to want rewards they have not earned, or are more realistic in expecting no more than they earn.

On the Sentence Completion, there were no similar findings involving sex differences in both Stages I and III regarding Task Achievement.

In Interpersonal Relations, it seems safe to draw the conclusion that females handle problems in this area more effectively than do males. They were higher on Coping Effectiveness in both studies; and higher on all other scales (except Depressive Affect) in Stage III. These data agree with the findings from other instruments.

In the Authority area there were no consistent sex differences In the Anxiety area, what consistent data there were indicate that males are more effective in handling this type of affective problem. In both studies they scored higher on Stance, and in Stage I they were higher on all other scales. This is in agreement with Peer BRS data, but not with Stage III SAI data.

The high score of the females on the Stage III SAI Anxiety items, however, may reflect a passive manner of coping with anxiety-related problems. In the area of Aggression, although both studies revealed significant sex differences, there were no consistent findings in both studies; thus, generalizations cannot be made from this instrument, for this behavioral area.

On the Total scores, the only consistent sex difference was in the Affective realm, where females gave more Negative Affective responses in Stage I and more Depressive Affect in Stage III. The high Negative Affect score in Stage I might have reflected more frequent depressive and anxious responses by the females, rather than an expression of Hostile Affect responses by females. In Stage III, at least, the males expressed more Hostile Affect. Peer BRS data tended to support this interpretation.

On the Parent/Child Interaction items and on the Reality/Fantasy Achievement Discrepancy score there were no consistent, significant sex differences.

All eight significant Story Completion findings indicated that females cope more effectively than males, though the majority of this evidence comes from Stage I data. Females consistently write longer stories than do males. They also consistently express more affect, whether positive or negative. This greater amount of affective expression is probably due partly to the greater expression of emotionality by females and is partly an artifact of Response Length. The longer stories written by females (who tend to be more verbally fluent) are filled with more details, including affective statements, than are shorter stories. The females' high scores on Instrumentality are probably also an artifact of Response Length. Another consistent sex trend is in Outcome and Evaluation of Outcome (which were not scored in Stage I). Here, again, the females have significantly higher scores, indicating that they more often resolve the problem and resolve it to their (or the hero's) satisfaction than do the males. It is interesting to note that, while females more frequently indicate that the problem is satisfactorily resolved, the lack of consistent sex differences in the Coping Style dimensions do not reflect the fact that their successful outcomes are accompanied by more efficient or effective behavior leading to these outcomes. The few significant sex differences which do appear on the basic Coping Style measures are inconsistent. Thus, for females, one might conclude that happy and/or successful endings do not necessarily imply hard work. Do they expect

that things will work out because others will handle the problem? Are they simply more naive in not associating the appropriate and necessary actions with success? Or, is this finding, again, partly an artifact of Response Length? Shorter stories frequently do not elaborate upon the outcome. However, if all scales are partly artifacts of Response Length, then one would expect females to consistently excel on Stance, Engagement, Initiation, Implementation, Solver, etc. This is not the case; thus, Response Length cannot be held completely responsible for those findings where females excel.

There was one story where the females somewhat consistently appeared to write better stories than did males, as all significant differences were in favor of the females. This was Story Five, which dealt with an Authority problem in an academic setting. This finding is in agreement with other data concerning the girls'better adjustment to authority-related problems in a school setting. Story Six, concerning Anxiety, seemed to indicate more competent performance by the males, though the differences were not great.

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	1		2		3		4	
AUSTIN	RAVEN		MATHEMATICS ACHIEVEMENT		READING ACHIEVEMENT		GRADE POINT AVERAGE	
10 UL M	8(-)	-.57		-.15		-.29	7(-)	-.40
F		-.25		-.25	7(-)	-.40		-.28
UM M	2(+)	.27		-.03		.23		-.02
F	1(+)	.31		.19	2(+)	.43	1(+)	.59
14 UL M	7(-)	-.35		-.35	8(-)	-.45	8(-)	-.52
F		-.24	8(-)	-.58		-.30		-.30
UM M		.04	1(+)	.23		-.08		-.04
F		.14		.13	1(+)	.51	2(+)	.35
AGE								
SES	L < M		L < M		L < M		L < M	
SEX					M < F		M < F	
ACE-SES								
AGE-SEX								
SES-SEX					LM = LF MM < MF			

VARIABLES	5	6	7	8	9	10	11	12	13
AUSTIN	BEHAVIOR RATING SCALE								
	Total Positive Aca. Task. Ach.	Total Positive Authority	Total Positive Interper.Rela.	Total Positive Implementation	Total Positive Self-Assertion	Total Positive Initiation	Total Positive Solver	Total Positive Aggression	Total Pos. Anxiety
10 UL M	.99	.83	.91	.82	.83	.88	.96	.84	.94
F	.63	.90	.90	.83	.77	.84	.62	.93	.70
UM M	.77	.70	.86	8(-) .71	.93	8(-) .70	.95	.70	.76
F	1.65	1.53	1.12	1(+)1.63	1.03	1(+)1.67	1.28	1.22	.98
14 UL M	1.23	1.01	1.08	1.08	1.16	1.03	1.21	.98	.96
F	1.14	1.29	1.14	1.16	.90	1.24	.97	1.23	.73
UM M	.99	.95	.98	.86	1.56	.77	1.16	.90	1(+)1.39
F	1.40	1.14	1.20	1.31	.75	1.38	1.04	1.17	8(-) .48
AGE									
SES									
SEX		M < F		M < F		M < F		M < F	M > F
AGE-SES									
AGE-SEX					10M = 10F 14M > 14F				10M = 10F 14M > 14F
SES-SEX	LM > LF MM < MF			LM < LF MM < MF		LM < LF MM < MF			

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
AUSTIN	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	7.98	4.10	5.12	5.08	6.50	7(-) 7.47	8.14	1(+) 8.97	8(-) 6.82
F	8.92	6.36	8(-) 4.28	5.64	8(-) 4.38	2(+) 9.12	1(+) 9.56	7.10	7.86
UM M	8.13	4.17	7(-) 4.73	5.28	7(-) 5.32	8.12	9.29	2(+) 8.65	7.31
F	8.96	1(+) 6.68	6.07	5.10	5.48	8.76	8.70	5.92	6.94
14 UL M	7(-) 5.36	8(-) 3.56	6.48	5.20	2(+) 7.70	8.72	8.34	7.54	8.18
F	1(+) 9.50	5.24	6.54	5.64	5.98	1(+) 9.26	8.18	7(-) 5.58	1(+) 9.04
UM M	8(-) 5.34	3.76	1(+) 7.10	5.74	1(+) 7.88	8(-) 7.22	8(-) 7.60	7.90	7.40
F	2(+) 9.16	4.32	2(+) 7.00	5.64	6.82	8.54	8.58	8(-) 5.32	7.52
AGE	10 > 14	10 > 14	10 < 14		10 < 14		10 > 14	10 > 14	10 < 14
SES			L < M						L > M
SEX	M < F	M < F			M > F	M < F		M > F	
AGE-SES						10L < 10M 14L > 14M			
AGE-SEX	10M < 10F 14M < 14F								
SES-SEX					LM >> LF MM > MF				

VARIABLES	23	24	25	26	27	28	29	30
AUSTIN	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	2(+) 8.52	8.18	7.08	8(-) 7.22	7.27	2(+) 6.55	6.77	7.27
F	7.20	6.88	8.34	7(-) 7.60	1(+) 8.41	7(-) 3.35	1(+) 7.43	8(-) 6.52
UM M	6.05	7.44	7.88	7.98	6.68	7.98	6.88	7.14
F	6.68	8(-) 6.32	7.96	8.54	6.52	6.37	7.09	6.90
14 UL M	7.78	8.04	7.56	8.12	7.00	5.42	7(-) 6.53	2(+) 7.54
F	8(-) 4.44	6.90	1(+) 8.78	2(+) 9.50	7.64	8(-) 2.78	2(+) 7.20	7(-) 6.77
UM M	1(+) 8.92	1(+) 9.22	8(-) 7.00	8.76	8(-) 5.74	5.42	8(-) 6.30	1(+) 7.80
F	7(-) 5.92	7.54	7.22	1(+) 9.70	6.90	4.82	6.93	7.08
AGE		10 < 14		10 < 14		10 > 14	10 > 14	10 < 14
SES				L < M	L > M	L < M		
SEX	M > F	M > F	M < F	M < F	M < F	M > F	M < F	M > F
AGE-SES	10L > 10M 14L < 14M	10L > 10M 14L < 14M	10L < 10M 14L > 14M					
AGE-SEX	10M > 10F 14M > 14F							
SES-SEX			LM < LF MM = MF			LM > LF MM > MF		

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31*	32*	33*	34	35	36*	37	38	39	40	41	42
AUSTIN	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.	Father Occ./ Child Asp.+6	Child's Edu.Asp. +6	Task Achievement	Authority	Aggression	Interper. Relations	Anxiety	Tota. Score
10 UL M	2.90	7(-) 3.14	7(-) 4.18	6.29	3(+) 7.28	1.42	2(+) .97	.90	.76	.82	.85	.86
F	8(-) 3.06	8(-) 3.18	8(-) 4.36	6.18	2(+) 7.31	1.38	1(+) .98	1(+) .93	.83	.84	.88	1(+) .89
UM M	2(+) 2.24	2(+) 2.36	4(+) 2.20	6.12	5(-) 5.96	1.10	.95	.87	.71	.77	.85	.83
F	2.84	2.92	3(+) 2.06	6.08	8(-) 5.23	1 10	.96	.88	.76	.82	.83	.85
14 UL M	2.80	2.98	6(-) 4.18	6.18	1(+) 7.38	1.47	7(-) .88	.84	.66	8(-) .69	.82	7(-) .77
F	7(-) 2.98	3.07	5(-) 4.16	6.11	4(+) 7.18	8(-) 1.72	.95	.89	.79	1(+) .85	.93	2(+) .88
UM M	1(+) 2.04	1(+) 2.08	1(+) 1.86	6.04	6(-) 5.82	1(+) 1.02	8(-) .86	8(-) .77	.56	.75	.82	8(-) .75
F	2.44	2.59	2(+) 2.04	6.13	7(-) 5.60	1.22	.91	.83	.69	.83	.85	.82
AGE	10< 14	10< 14	10< 14				10 >14	10 >14	10 >14			10 >14
SES	L< M	L< M	L< M		L>M	L< M		L>M	L>M			L>M
SEX	M>F	M>F			M>F		M<F	M<F	M<F	M<F	M<F	M<F
AGE-SES												
AGE-SEX										10M< 10F 14M< 14F		10M< 10F 14M< 14F
SES-SEX	LM > LF MM > MF	LM > LF MM > MF			LM > LF MM > MF							

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
AUSTIN	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M										
F										
UM M										
F										
14 UL M	.42	.67	1(+) .63	.56	.43	.55	.48	.23	.55	4(-).76
F	4(-).37	.61	.55	.57	.39	.55	.45	.19	.61	.85
UM M	.56	1(+).72	.57	.52	.50	.42	.59	1(+).25	.70	77
F	1(+).64	4(-).55	4(-) .44	.50	.39	.54	.46	4(-).08	.67	1(+).89
AGE										
SES	L< M								L< M	
SEX		M>F	M>F					M>F		M<F
AGE-SES										
AGE-SEX										
SES-SEX										

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
AUSTIN	VIEWS OF LIFE									
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	.71	.49	1(+).62	.31	.43	2(+) .73	.66	1(+) .59	.86	1(+) .54
F	.69	.35	4(-).45	.26	.47	1(+) .73	4(-).62	.53	.86	4(-) .51
UM M	.70	.35	.60	.18	.41	3(-) .56	.73	.47	.90	2(+) .54
F	.78	.40	.54	.21	.51	4(-) .51	1(+).76	4(-) .38	.93	3(-) .52
AGE										
SES				L>M		L>M	L<M	L>M		
SEX			M>F							M>F
AGE-SES										
AGE-SEX										
SES-SEX		LM>LF MM<MF								

VARIABLES	64	65	66	67	68	69	70	71	72
AUSTIN	SENTENCE COMPLETION								
	TASK ACHIEVEMENT								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.98	4.39	3.38	1.21	4.00	.01	.03	.96	.01
F	2.12	4.50	3.45	8(-) 1.19	4.00	.03	.02	.95	0.00
UM M	2.01	4.45	3.36	1.25	4.09	.03	.01	.95	.01
F	2.14	4.39	3.31	1.34	4.15	.03	.04	.93	0.00
14 UL M	2.14	4.39	3.37	1.43	4.15	.03	0.00	.96	.01
F	2.08	4.52	3.53	1.45	4.24	0.00	.03	.97	0.00
UM M	2.21	4.37	3.40	1(+) 1.50	4.09	.01	.01	.98	0.00
F	2.09	4.27	3.34	1.48	4.02	.01	.01	.97	.01
AGE				10<14					
SES									
SEX							M<F		
AGE-SES									
AGE-SEX	10M<10F 14M>14F								
SES-SEX									

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73	74	75	76	77	78	79	80	81
AUSTIN	SENTENCE COMPLETION								
	I N T E R P E R S O N A L R E L A T I O N S								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Affect Positive
10 UL M	2.62	2.65	1.99	.65	3.35	.15	.07	.73	.01
F	2.57	2.70	2.02	.61	3.40	.12	.12	.76	.01
UM M	1(+) 2.70	8(-) 2.52	1.80	.53	3.24	.17	.07	.77	0.00
F	2.55	2.63	1.97	.61	3.35	.12	.12	.76	.01
14 UL M	2.39	2.72	1.90	.58	3.27	.19	.05	.77	.01
F	2.40	2.89	2.08	.70	1(+) 3.57	8(-) .09	.10	.81	0.00
UM M	8(-) 2.39	2.59	8(-) 1.73	8(-) .48	8(-) 3.10	1(+) .24	.09	.68	0.00
F	2.57	1(+) 3.21	1(+) 2.22	1(+) .78	3.56	.12	.12	.76	.01
AGE	10 > 14	10 < 14							
SES									
SEX		M < F	M < F	M < F	M < F	M > F	M < F		
AGE-SES									
AGE-SEX	10M > 10F 14M < 14F			10M < 10F 14M << 14F	10M < 10F 14M << 14F				
SES-SEX									

VARIABLES	82	83	84	85	86	87	88	89	90
AUSTIN	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2 54	2.51	1.66	.47	2.98	.15	.14	.71	.01
F	2.53	8(-) 2.32	1.58	.47	2.80	.17	1(+) .23	.60	0.00
UM M	1(+) 2.61	2.68	1.63	.47	2.89	.23	.14	.64	.01
F	2.59	2.55	1.64	.55	2.90	8(-) .12	2(+) .22	.67	0.00
14 UL M	2.35	2.85	1.60	.50	2.98	.22	7(-) .08	.70	.01
F	2.34	2.70	8(-) 1.50	.47	2.89	.19	.14	.67	.01
UM M	8(-) 2.17	3.03	1.63	.51	2.86	1(+) .27	.12	.61	.01
F	2.35	1(+) 3.03	1(+) 1.75	.56	3.05	.24	8(-) .08	.67	.02
AGE	10 > 14	10 < 14				10 < 14	10 > 14		10 < 14
SES		L < M	L < M						
SEX							M < F		
AGE-SES									
AGE-SEX									
SES-SEX			LM > LF MM < MF		LM > LF MM < MF			LM > LF MM < MF	

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
AUSTIN				SENTENCE COMPLETION					
				A N X I E T Y					
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1.39	3.20	2.11	.71	3.07	.09	.26	.58	.07
F	1.55	3.22	2.07	.68	3.09	.07	.25	.59	.09
UM M	1.49	3.29	1.94	.59	3.12	.07	8(-) .17	1(+) .67	.09
F	1.53	3.25	2.20	.74	3.04	.06	.27	.62	8(-) .03
14 UL M	1.56	3.44	2.17	.76	3.15	.11	.25	.55	.10
F	1.42	3.91	1.86	.56	2.85	.03	1(+) .37	.52	.09
UM M	1.49	3.58	2.03	.66	3.14	.09	.22	.54	.15
F	1.60	3.21	1.87	.57	3.01	.03	.31	8(-) .49	1(+) .17
AGE								10 > 14	10 < 14
SES									
SEX		M > F				M > F	M < F		
AGE-SES									10L > 10M 14L < 14M
AGE-SEX		10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F		10M > 10F 14M > 14F			
SES-SEX			LM > LF MM < MF						

VARIABLES	100	101	102	103	104	105	106	107
AUSTIN				SENTENCE COMPLETION				
				A G G R E S S I O N				
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	3.09	1.48	.19	2.28	.30	.03	.47	0.00
F	2.59	1.81	.31	2.68	.34	.10	.56	0.00
UM M	3.03	1.31	.21	2.37	.42	.01	.56	.01
F	3.16	1(+) 1.87	.35	2.76	.32	.05	.63	0.00
14 UL M	1(+) 3.22	1.66	.31	2.47	.44	.04	.52	0.00
F	2.52	1.83	.28	2.59	.36	.07	.56	.01
UM M	3.08	1.36	.22	2.32	.42	.05	.53	0.00
F	8(-) 2.10	8(-) 1.24	.11	2.36	.38	.08	.52	.02
AGE	10 > 14	10 > 14						
SES								
SEX	M > F			M < F	M > F	M < F		
AGE-SES	10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M					
AGE-SEX	10M > 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M > 14F					10M > 10F 14M < 14F
SES-SEX								

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	108	109	110	111	112	113	114	115	116
AUSTIN	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.33	3.10	2.14	.67	3.20	.16	.11	.72	.02
F	2.36	3.03	2.15	.66	3.21	.13	1(+) .15	.70	.02
UM M	1(+) 2.41	3.13	2.05	.63	3.20	.17	7(-) .09	.73	.02
F	2.38	3.11	2.16	.72	3.25	8(-) .12	2(+) .15	.73	8(-) .01
14 UL M	2.24	3.25	2.13	.73	3.25	.18	8(-) .08	.71	.02
F	2.22	3.12	2.12	.71	3.27	.12	.14	.72	.02
UM M	8(-) 2.20	3.26	2.05	.69	3.16	1(+) .20	.10	.67	.03
F	2.29	3.23	2.13	.74	3.27	.14	.12	.70	1(+) .04
AGE	10 > 14	10 < 14		10 < 14					10 < 14
SES									
SEX						M > F	M < F		
AGE-SES									10L > 10M 14L < 14M
AGE-SEX									
SES-SEX				LM > LF MM < MF					

VARIABLES	117	118	119	120	233
AUSTIN	SENTENCE COMPLETION				
	TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2.51	2.23	2.32	2.42	-.20
F	2.41	2.27	2.27	2.41	-.32
UM M	1(+)2.70	2.24	2.42	2.52	.19
F	2(+)2.67	2.36	2.52	2.51	2(+) .33
14 UL M	2.42	2.27	2.29	2.37	8(-) -.40
F	8(-)2.24	2.27	2.22	2.29	7(-) -.34
UM M	7(-)2.26	2.20	2.22	2.23	.30
F	2.34	2.22	2.24	2.29	1(+) .71
AGE	10 > 14		10 > 14	10 > 14	
SES					L < M
ACE					
AGE-SES	10L < 10M 14L > 14M				
AGE-SEX					
SES-SEX					

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
AUSTIN	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.70	1.30	1.90	1.18	1.76	1.80	2.06	1.80	18.36
F	1.80	1.44	2.22	1.31	1.78	1.80	2.13	2.09	19.49
UM M	1.81	1(+)1.51	2.40	1.45	2.09	2.09	2.36	1(+)2.09	21.19
F	1.66	1.36	2.08	1.32	1.90	2.00	2.14	1.84	19.38
14 UL M	1.80	1.02	1.88	1.06	1.66	1.66	2.02	1.88	17.88
F	1.79	.94	1.79	1.08	1.58	1.58	1.96	1.85	17.40
UM M	1.51	1.16	2.04	1.36	1.93	1.93	1.93	8(-)1.69	18.49
F	1.56	8(-) .90	1.77	1.10	1.69	1.67	1.92	1.73	16.94
AGE		10 >14	10 >14				10 >14	10 >14	10 >14
SES	L >M								
SEX									
AGE-SES	10L = 10M 14L >14M								
AGE-SEX									
SES-SEX									

VARIABLES	130	131	132	133	134	135	136	137	138
AUSTIN	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	8(-)52.60	.06	.18	.26	.76	1.96	1(+)1.92	1(+)2.82	1.84
F	62.53	.16	.20	.47	.87	1.98	1.86	2.62	1.78
UM M	57.94	.17	.23	.62	1.02	1.98	1.92	2.82	1.92
F	7(-)56.70	.10	.34	.60	.86	1.94	1.88	2.48	1.76
14 UL M	68.32	.16	.20	.50	.80	1.90	1.80	2.54	1.66
F	2(+)78.40	.10	.10	.53	.79	1.86	1.72	2.32	1.80
UM M	65.36	.11	.22	.38	.93	1.84	1.76	2.30	1.72
F	1(+)84.69	.08	.33	.52	.69	1.80	8(-)1.64	8(-)2.24	1.80
AGE	10 < 14					10 >14	10 >14	10 >14	
SES			L < M						
SEX	M < F							M > F	
AGE-SES									
AGE-SEX	10M < 10F 14M < 14F								10M > 10F 14M < 14F
SES-SEX									

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	139	140	141	142	143	144	145	146	147	148
AUSTIN	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	1.98	1.68	2.52	2.30	23.02	7(-)57.58	.20	8(-) .22	8(-) .78	1.44
F	1.66	1.44	2.40	2.28	21.70	61.26	.26	.34	.92	1.38
UM M	1.82	1.64	2.56	2.52	23.10	8(-)57.20	.26	.34	.90	1.40
F	1.84	1.80	2.62	2.46	22.84	59.76	.24	.26	.96	1.44
14 UL M	2.10	1.80	2.56	2.22	22.56	68.14	.22	.24	.90	1.40
F	1.96	1.80	2.60	2.40	22.54	1(+)80.54	.36	.28	1.14	1.42
UM M	1.58	1.46	2.52	2.20	21.16	60.96	.22	.46	.94	1.24
F	1.96	1.78	2.64	2.48	22.30	2(+)78.84	.50	1(+) .62	1(+)1.56	1.24
AGE						10 < 14			10 < 14	
SES								L < M		
SEX						M < F	M < F		M < F	
AGE-SES		10L < 10M 14L > 14M						10L < 10M 14L < 14M		
AGE-SEX				10M > 10F 14M < 14F		10M < 10F 14M < 14F				
SES-SEX		LM > LF MM < MF								

VARIABLES	149	150	151	152	153	154	155	156	157
AUSTIN	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.86	1.08	1.64	1.06	.84	.72	2.30	2.08	15.68
F	1.76	.92	1.29	.80	.90	.88	2.24	2.00	14.84
UM M	1.78	1.08	1.63	1.00	1.02	.90	2.16	2.14	15.84
F	1.68	1.24	1.70	1.02	1.06	.82	2.14	2.04	15.94
14 UL M	1.83	1.13	1.77	1.00	.88	.75	2.08	1.94	15.46
F	1.76	1.18	1.80	1.26	1.12	1.06	2.24	2.02	16.92
UM M	1.67	1.10	1.56	.92	.71	.67	1.85	1.81	14.13
F	1.76	1.10	1.68	.80	.84	.76	1.98	1.82	14.72
AGE							10 > 14	10 > 14	
SES							L > M		
SEX									
AGE-SES				10L < 10M 14L > 14M					
AGE-SEX									
SES-SEX									

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
AUSTIN	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instru-mentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	7(-)53.38	.06	.36	.74	.74	2.00	1.94	2.87	1.38
F	59.53	.06	.31	.82	.73	1.96	1.88	2.76	1.33
UM M	8(-)52.24	.10	.33	.65	.73	1.92	1.96	2.82	1.32
F	56.42	.12	.58	1.22	.78	1.98	1.92	2.92	1.40
14 UL M	65.06	.04	.29	.67	.85	1.88	1.86	2.82	1.31
F	78.56	.12	.34	.78	.88	1.94	1.94	2.86	1.28
UM M	1(+)58.06	.02	.38	.75	.67	1.94	1.91	2.94	1.36
F	2(+)74.28	.02	.48	.96	.80	1.98	1.96	2.96	1.22
AGE	10 < 14								
SES	L > M								
SEX	M < F			M < F					
AGE-SES		10L < 10M 14L > 14M							
AGE-SEX	10M < 10F 14M < 14F								
SES-SEX									

-1234-

VARIABLES	167	168	169	170	171	172	173	174	175	176
AUSTIN	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instru-mentality
10 UL M	1.87	1.81	2.51	1.87	22.34	8(-)57.96	.15	.30	.62	8(-)1.57
F	1.59	1.65	2.49	1(+)2.12	21.98	67.31	.29	.41	.86	1.71
UM M	1.90	1.94	2.50	1.80	22.48	7(-)58.80	.14	.40	.68	1.86
F	1.92	1.84	2.50	1.98	22.94	64.32	.26	.50	.96	1.98
14 UL M	1.49	1.53	2.14	1.94	20.71	72.43	.12	.53	.90	1.59
F	1.32	1.30	2.42	1.94	21.30	2(+)84.90	.20	.74	1.14	1.90
UM M	1.70	1.62	2.32	8(-)1.74	21.85	64.38	.11	.47	.74	2.00
F	1.71	1.73	2.37	1.90	22.35	1(+)87.53	.16	.43	1.16	1(+)2.14
AGE	10 > 14	10 > 14	10 > 14		10 > 14	10 < 14		10 < 14	10 < 14	
SES	L < M				L < M					L < M
SEX				M < F		M < F	M < F		M < F	M < F
AGE-SES								10L < 10M 14L > 14M		
AGE-SEX						10M < 10F 14M < 14F				
SES-SEX										

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	177	178	179	180	181	182	183	184	185
AUSTIN	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1.78	1.76	2.74	1(+)1.33	1.87	2.17	2.41	2.20	22.24
F	1.84	1.62	2.49	1.00	1.42	2.02	2.51	2.27	21.29
UM M	1.60	1.63	2.44	1.02	1.48	2.08	2.35	2.21	20.65
F	1.88	1.79	2.67	8(-) .96	1.60	2.33	2.52	1(+)2.56	22.42
14 UL M	1.71	1.63	2.44	1.02	1.71	1.98	2.38	8(-)2.08	20.90
F	1.90	1.92	2.84	1.10	1.76	2.22	2.47	2.31	22.73
UM M	1.73	1.75	2.60	1.08	1.71	1.88	2.10	2.10	20.58
F	1.92	1.83	2.88	1.04	1.52	2.19	2.46	2.21	22.48
AGE									
SES									
SEX	M<F						M<F	M<F	M<F
AGE-SES									
AGE-SEX				10M>10F 14M<14F					
SES-SEX									

VARIABLES	186	187	188	189	190	191	192	193	194
AUSTIN	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	7(-)51.28	.07	8(-) .17	8(-) .35	1.50	1.74	1.83	2.61	1.39
F	62.22	.20	.29	.78	1.62	1.66	1.70	2.48	1.27
UM M	8(-)49.67	.15	.38	.65	1.44	1.67	1.88	2.58	1.40
F	53.42	.31	.40	.90	1.60	1.68	1.68	2.44	1.14
14 UL M	59.58	.13	1(+) .63	1(+) .96	1.50	1.58	1.67	2.42	1.11
F	2(+)67.02	.24	.33	.82	1.80	1.61	1.69	2.59	1.08
UM M	52.69	.15	.40	.77	1.48	1.64	1.75	2.57	1.18
F	1(+)71.35	.17	.33	.73	1.94	1.69	1.51	2.28	1.09
AGE	10<14								10>14
SES									
SEX	M<F	M<F			M<F		M>F		M>F
AGE-SES			10L<10M 14L>14M						
AGE-SEX				10M<10F 14M>14F					
SES-SEX									

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
AUSTIN	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	1.76	1.78	2.28	2.02	21.37	8(-)49.50	.09	.37	.67	1.63
F	1.89	2.05	1(+)2.61	2.16	22.02	55.27	.30	.41	.95	1.55
UH M	2.06	2.31	2.42	2.06	22.65	53.96	.17	8(-) .25	8(-) .63	2.00
F	1.68	1.98	2.54	2.10	21.50	7(-)53.12	.18	.46	.98	1.70
14 UL M	1.71	1.84	2.40	2.04	20.73	59.11	.13	.64	1.00	1.44
F	1.78	1.71	2.37	2.14	21.20	1(+)71.71	.22	1(+) .67	1(+)1.53	1.78
UH M	1.84	2.02	8(-)2.14	2.05	21.02	55.68	.16	.50	1.02	1.70
F	1.57	1.66	2.17	1.98	19.49	2(+)69.83	.11	.51	1.00	1.49
AGE			10 > 14		10 > 14	10 < 14		10 < 14	10 < 14	
SES										
SEX						M < F			M < F	
AGE-SES										
AGE-SEX						10M < 10F 14M < 14F				
SES-SEX							LM < LF MM > MF			

VARIABLES	205	206	207	208	209	210	211	212	213
AUSTIN	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.81	1.85	2.81	1.15	2.19	2.09	2.62	2.64	23.55
F	1.89	1.82	2.69	1.16	2.22	2.04	2.71	2.60	23.51
UH M	1(+)2.00	1.85	2.81	1.23	2.49	2.13	2.83	2.74	24.77
F	1.86	1.82	2.66	1.22	2.30	2.30	2.84	2.70	24.28
14 UL M	1.84	1.80	2.75	1.23	2.25	1.98	2.64	2.52	23.57
F	1.94	1.92	2.96	1.18	2.24	2.10	2.80	2.72	24.64
UH M	8(-)1.71	1.74	2.60	1.19	2.21	1.95	2.55	2.48	22.69
F	1.91	1.76	2.80	1.15	2.46	2.07	2.74	2.57	24.15
AGE									
SES									
SEX									
AGE-SES									
AGE-SEX	10M > 10F 14M < 14F		10M > 10F 14M < 14F						
SES-SEX									

FIGURE 1
AUSTIN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	214	215	216	217	218	219	220	221	222
AUSTIN	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	MEAN Stance	MEAN Engagement	MEAN Initiation	MEAN Aid/Advice
10 UL M	8(-)51.15	.32	.23	.66	1.83	1.84	1.66	2.47	1.33
F	56.78	.31	.11	.53	1.64	1.84	1.59	2.32	1.22
UM M	7(-)53.49	.36	.15	.53	1.85	1.82	1.69	2.49	1.33
F	54.82	.16	.26	.52	1.78	1.81	1.67	2.42	1.26
14 UL M	57.57	.14	.20	.39	1.98	1.79	1.55	2.36	1.20
F	2(+)70.88	.28	.28	.68	1.90	1.83	1.62	2.44	1.25
UM M	56.45	.19	.26	.60	1.74	1.72	1.59	2.36	1.27
F	1(+)72.67	.33	.30	.83	1.91	1.78	1.53	2.37	1.17
AGE	10 < 14					10 > 14	10 > 14		10 > 14
SES						L > M			
SEX	M < F								
AGE-SES									
AGE-SEX	10M < 10F 14M < 14F	10M > 10F 14M < 14F							
SES-SEX									

VARIABLES	223	224	225	226	227	228	229	230	231	232
AUSTIN	STORY COMPLETION									
	MEAN Solver	MEAN Implementation	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instru-mentality
10 UL M	1.75	1.71	2.38	2.13	20.87	8(-)53.38	.13	.26	8(-) .58	1.34
F	1.60	1.65	2.42	2.19	20.43	60.26	.21	.29	.75	1.34
UM M	1.83	1.86	2.44	2.22	21.46	7(-)54.51	.19	.30	.66	1.47
F	1.76	1.86	1(+)2.47	1(+)2.24	21.30	56.91	.20	.40	.88	1.44
14 UL M	1.68	1.64	2.31	2.08	20.18	64.56	.14	.39	.76	1.35
F	1.67	1.67	2.41	2.20	20.94	2(+)76.17	.22	.39	.93	1.49
UM M	1.65	1.62	8(-)2.19	8(-)1.99	19.85	59.37	13	.39	.75	1.38
F	1.68	1.69	2.31	2.09	20.31	1(+)77.23	.20	.43	1(+) .97	1.46
AGE		10 > 14	10 > 14	10 > 14	10 > 14	10 < 14		10 < 14	10 < 14	
SES										
SEX			M < F	M < F		M < F	M < F		M < F	
AGE-SES			10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M					
AGE-SEX						10M < 10F 14M < 14F				
SES-SEX										

FIGURE 2
AUSTIN - STAGE III

AUSTIN

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

						10 Year Olds				14 Year Olds			
10	14	Lower	Middle	Male	Female	U.L.M.	U.L.F.	U.M.M.	U.M.F.	U.L.M.	U.L.F.	U.M.M.	U.M.F.
1. Intell.S. 8.92	Assoc. 9.02	Self-Sat. 8.64	Assoc. 8.75	Intell.S. 8.34	Altruism 9.14	Creat. 8.97	Intell.S. 9.56	Intell.S. 9.28	Altruism 8.96	Self-Sat. 8.72	Altruism 9.50	Economic 9.22	Assoc. 9.70
2. Altruism 8.50	Self-Sat. 8.44	Intell.S. 8.56	Intell.S. 8.54	Creat. 8.27	Self-Sat. 8.92	Prestige 8.52	Self-Sat. 9.12	Creat. 8.65	Self-Sat. 8.76	Intell.S. 8.34	Assoc. 9.50	Prestige 8.92	Altruism 9.16
3. Self-Sat. 8.37	Intell.S. 8.18	Assoc. 8.11	Self-Sat. 8.16	Economic 8.22	Assoc. 8.84	Economic 8.18	Altruism 8.92	Altruism 8.13	Intell.S. 8.70	Security 8.18	Self-Sat. 9.26	Assoc. 8.76	Intell.S. 8.58
4. Assoc. 7.84	Security 8.04	Security 7.98	Altruism 7.90	Assoc. 8.02	Intell.S. 8.76	Intell.S. 8.14	Variety 8.41	Self-Sat. 8.12	Assoc. 8.54	Assoc. 8.12	Security 9.04	Creat. 7.90	Self-Sat. 8.54
5. Surround. 7.82	Economic 7.93	Altruism 7.94	Economic 7.63	Self-Sat. 7.88	Surround. 8.08	Altruism 7.98	Surround. 8.34	Assoc. 7.98	Surround. 7.96	Economic 8.04	Surround. 8.78	Success 7.88	Economic 7.54
6. Creat. 7.66	Surround. 7.64	Surround. 7.94	Surround. 7.52	Prestige 7.82	Security 7.84	Self-Sat. 7.47	Security 7.86	Father 7.98	Security 6.94	Prestige 7.78	Intell.S. 8.18	Intell.S. 7.60	Security 7.52
7. Security 7.23	Altruism 7.34	Variety 7.58	Security 7.29	Security 7.43	Variety 7.37	Variety 7.27	Assoc. 7.60	Surround. 7.88	Esthet. 6.68	Success 7.70	Variety 7.64	Security 7.40	Surround. 7.22
8. Variety 7.22	Success 7.10	Economic 7.50	Creat. 6.95	Surround. 7.38	Economic 6.91	Assoc. 7.22	Prestige 7.20	Economic 7.44	Prestige 6.68	Surround. 7.56	Economic 6.90	Self-Sat. 7.22	Indep. 7.00
9. Economic 7.21	Variety 6.82	Creat. 7.30	Prestige 6.89	Success 6.85	Prestige 6.06	Surround. 7.08	Creat. 7.10	Security 7,31	Variety 6.52	Creat. 7.54	Indep. 6.54	Indep. 7.10	Variety 6.90
10. Prestige 7.11	Indep. 6.78	Prestige 6.99	Variety 6.46	Altruism 6.70	Creat. 5.98	Security 6.82	Economic 6.88	Variety 6.68	Father 6.37	Variety 7.00	Success 5.98	Surround. 7.00	Success 6.82
11. Father 6.06	Prestige 6.77	Success 6.14	Success 6.38	Variety 6.67	Indep. 5.97	Father 6.55	Esthet. 6.36	Prestige 6.05	Economic 6.32	Indep. 6.48	Manage. 5.64	Manage. 5.74	Prestige 5.92
12. Success 5.42	Creat. 6.59	Indep. 5.61	Indep. 6.23	Father 6.34	Success 5.67	Success 6.50	Manage. 5.64	Success 5.32	Indep. 6.07	Father 5.42	Creat. 5.58	Variety 5.74	Manage. 5.64
13. Esthet. 5.33	Manage. 5.56	Manage. 5.39	Father 6.15	Indep. 5.86	Esthet. 5.65	Indep. 5.12	Success 4.38	Manage. 5.28	Creat. 5.92	Altruism 5.36	Esthet. 5.24	Father 5.42	Creat. 5.32
14. Manage. 5.28	Father 4.61	Esthet. 4.82	Manage. 5.44	Manage. 5.33	Manage. 5.51	Manage. 5.08	Indep. 4.28	Indep. 4.73	Success 5.48	Manage. 5.20	Prestige 4.44	Altruism 5.34	Father 4.82
15. Indep. 5.05	Esthet. 4.22	Father 4.53	Esthet. 4.73	Esthet. 3.90	Father 4.33	Esthet. 4.10	Father 3.35	Esthet. 4.17	Manage. 5.10	Esthet. 3.56	Father 2.78	Esthet. 3.76	Esthet. 4.32

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

AUSTIN

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was verified in both Stages I and III, where the upper-middle class scored significantly higher on Educational Aspiration than did the upper-lower class children.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

In Stage III, this hypothesis was completely verified for all Aptitude and Achievement measures. It was also supported for all Aptitude and Achievement measures in Stage I. Therefore, the hypothesis was completely verified.

> Females will have higher Achievement measures than will males.

Two out of four Achievement measures in Stage III were significant in favor of the females. In Stage I, also, the females scored higher on only two of the measures (Reading Achievement and GPA in both cases). Thus, the hypothesis was partially verified.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was completely verified in both Stages I and III.

> Upper-middle class children will have a higher level of objective Occupational Aspirations than will upper-lower class children.

This hypothesis was verified in both Stages I and III, as the upper-middle class had significantly higher Aspirations in both studies.

Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation then will the upper-lower class children.

This hypothesis was not verified in Stages I or III as there were no significant social class differences in either study.

Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values in Stage III, five showed significant social class differences. In Stage I, six of the fifteen values showed significant social class differences. The only findings consistent in both studies were the preference of middle-class children for Follow Father and that of lower-class children for Security and Variety. With the exception of these three values, the hypothesis must be rejected.

Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis received no support in Stages I or III since in neither case were there any significant social class differences for the Extrinsic Total score.

Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified in both Stages I and III as the males received significantly higher Expectation scores than did the females.

Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was verified in both Stages I and III as the males scored significantly higher on Occupational Aspiration than did the females.

Males will prefer different Occupational Values than will females.

Of the fifteen Stage III Occupational Values, eleven showed significant Sex differences in Stage III. There were also eleven out of fifteen significant Sex differences in Stage I. Therefore, it may be considered that the hypothesis received good support in both studies.

> Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified in both Stages I and III, where the females had a significantly higher score on the Total Intrinsic scale than did the males.

> Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis also was verified in both Stages I and III as the males scored significantly higher on the Total Extrinsic scale than did the females.

COPING STYLE MEASURES

> Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

Three of the six Social Attitudes Inventory scales in Stage III showed significant social class differences. In Stage I, three of the four scales showed significant social class differences. Thus, the Social Attitudes Inventory data verified the hypothesis to a moderately good degree.

Turning next to the Sentence Completion, out of forty-eight Coping Style variables, only two showed significant social class differences in Stage III. In Stage I, twelve of the thirty-two Coping Style variables showed significant social class differences. This would have been considered fair support except for the very poor Stage III findings which cast doubt on the validity of the hypothesis for Sentence Completion data.

Turning finally to the Story Completion instrument, of the one hundred four Coping Style variables for Stage III, only nine showed significant social class differences. In Stage I, only two of the nine Coping Style dimensions showed significant social class differences. Thus, Story Completion data did not lend support to the hypothesis.

Overall, considering all three coping instruments, this hypothesis received very poor support.

> Males will demonstrate a different coping style than will females.

On the Stage III Social Attitudes Inventory, all six Sex differences were significant. However, in Stage I only one of the four Sex differences was significant. Therefore it is questionable whether or not Social Attitudes Inventory data verified the hypothesis.

Turning next to the Sentence Completion instrument, out of forty-eight Coping Style variables, fifteen showed significant Sex differences. In Stage I Sentence Completion, fifteen of the thirty-two variables showed Sex differences. Thus the Sentence Completion data lent moderate support to the hypothesis.

Turning finally to the Story Completion instrument, out of one hundred four Stage III Coping Style variables, twenty-eight showed significant Sex differences. In Stage I, of the nine Coping Style dimensions, four showed significant Sex differences. In summary, it may be said that very moderate support was given to the hypothesis, but one must especially question the Social Attitudes Inventory since the instruments were so different in the two studies.

> The difference in the style of coping between the males and the females will be consistent across all five behavior areas studied.

Looking first at the results from the Sentence Completion instrument, the most consistent finding was that of the females' higher score on Depressive Affect (all six times). Next was the males scoring significantly higher on Hostile Affect four of the six times. Males scored higher on Stance, twice, but females scored higher once.

Turning next to Story Completion, the most consistent finding was the female superiority on Response Length (all seven stories plus the Total score). Next was the higher scoring of the females on Positive and Total Affect on nearly all stories. Finally, there was the female superiority on three occasions of Evaluation of Outcome. Since Response Length was not scored in Sentence Completion, the hypothesis for Response Length must be accepted from Story Completion data. The Affect findings between Story and Sentence Completion were the most consistent across instruments and should also be accepted. The findings for Evaluation of Outcome are somewhat more questionable. For the remainder of the Coping Style variables, the hypothesis must be rejected.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective coping than will the upper-lower class children.

In Sentence Completion data, out of six Coping Effectiveness measures, none were significant in either direction.

In Story Completion data, of eight Coping Effectiveness measures, only one was significant in favor of the upper-middle class (Story Four Anxiety). In Stage I, two out of the five Coping Effectiveness scores showed upper-middle class superiority, while no Story Completion Coping Effectiveness score showed middle-class superiority. Therefore the hypothesis must be rejected.

AUSTIN INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

Of the twelve correlations examined, all twelve were highly significant in the predicted direction, six at each age level.

The correlations ranged between .42 and .63. The highest correlations (.61, .63) were between Reading Achievement and Grade Point Average. There was very little age difference in the strength of the correlations.

These findings were quite similar to the Stage I findings where all correlations were significant in the predicted direction. The highest correlations in Stage I were (a) between Reading Achievement and GPA (.63) at age ten and (b) between Mathematics Achievement and Reading Achievement (.61) at age fourteen.

In conclusion, the hypothesis was verified at both age levels in both Stages I and III.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

Of the fifty-four correlations examined relevant to this hypothesis, forty-nine were significant. Of these, twenty-six were significant at age ten and twenty-four significant at age fourteen.

Four of the five nonsignificant correlations were those with the BRS Anxiety item. Nine of the correlations with Anxiety were significant at age fourteen, and only two of the three were significant at age ten. The other nonsignificant correlation was that between Reading Achievement and Self-Assertion in the fourteen-year-old sample.

The correlations ranged between .15 and .52. The highest were: (a) between Implementation and GPA (.52); and (b) between Academic Task Achievement and GPA (.50) in the fourteen-year-old sample. Grade Point Average correlated more highly with all BRS items than did the other two Achievement measures.

In Stage I, forty-three of the forty-eight correlations were significant. As in Stage III, it was the Self-Assertion and Anxiety items only where there were nonsignificant correlations; and again there were more nonsignificant correlations at age fourteen than at age ten. In both studies, GPA was related most highly with the BRS items, followed by Reading Achievement and then Mathematics Achievement.

In summary, with the exception of the Self-Assertion and Anxiety items, the hypothesis was verified at both age levels in Stages I and III.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six correlations examined pertaining to this hypothesis (excluding correlations with the Total Intrinsic score), only six were significant in the predicted direction. (Twelve were significant in the opposite direction from that predicted.) Of the six correlations significant in the predicted direction, three were in the ten-year-old sample and three in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant in both age groups. These were between Intellectual Stimulation and both Creativity and Variety. Significant at age ten only was the relationship between Intellectual Stimulation and Altruism; while at age fourteen, the relationship between Altruism and Self-Satisfaction was significant. Independence and Creativity had the largest number of negative correlations with other Intrinsic values (five apiece). The (positive) correlations ranged between .21 and .54. The highest were between Intellectual Stimulation and Variety (.31, .54).

Of the sixteen correlations with the Total Score, thirteen were significant in the predicted direction. Those values which correlated most highly with the Total Score were Altruism, Intellectual Stimulation, and Variety (the same values which correlated most frequently with one another). Independence was not significantly correlated at all with the Total Score; and Self-Satisfaction correlated with the Total Score only at age fourteen.

In Stage I, eleven of the fifty-six correlations were significant, and, again, many of the correlations were significant in the opposite direction from that predicted. The values which correlated most frequently with other Intrinsic values were Intellectual Stimulation (seven) and Altruism (five). In Stage I all but one of the correlations with the Total Score were significant and that was Independence at age ten. Correlated again most highly with the Total Score were Altruism, Intellectual Stimulation, and Variety.

In conclusion, neither Stage I nor Stage III findings lent much support to the hypothesis, with support being even weaker in Stage III than in Stage I. The four variables which seemed to best define the "Intrinsic" construct were Altruism, Intellectual Stimulation, Creativity, and Variety.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational Values.

Of the forty-two correlations involving Extrinsic values (excluding correlations with the Extrinsic Total score), eight were significant in the predicted direction.

Of these, three were significant in the ten-year-old sample, and five in the fourteen-year-old sample. There were six correlations (three pairs) which were significant at both age levels. These were: (a) between Success and Economic Returns, (b) between Security and Surroundings; and (c) between Prestige and Economic Returns. Significant at age fourteen only were the relationships between (a) Success and Prestige, and (b) Surroundings and Associates. Economic Returns correlated more frequently with the other Extrinsic values than did any other value.

There were thirteen correlations which were significant in the opposite direction from that predicted. The two values with the largest frequency of negative correlations were Prestige (seven) and Associates.

The positive correlations ranged between .17 and .50. The highest (.39, .50) were between Prestige and Economic Returns.

All but one of the correlations with the Extrinsic Total score were significant in the predicted direction. Associates, at age ten, did not correlate with the Total Score. Prestige and Economic Returns correlated most highly with the Total Score, followed by Success.

In Stage I, ten of the forty-two correlations were significant, but all Extrinsic values correlated positively with the Extrinsic Total score. Again, Economic Returns, Prestige, and Success appeared to best define the Extrinsic concept.

In conclusion, neither Stage I nor Stage III findings lent much support to the hypothesis. The "Extrinsic" values appeared to be composed of more than one type of value, with these other types of values correlating negatively (or not at all) with the main cluster of values.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

Of the one hundred and twelve correlations examined, fifty-two were significant in the predicted direction. (Eight were significant in the direction opposite of that predicted.) Of those significant in the predicted direction, twenty-three were in the ten-year-old sample and twenty-nine in the fourteen-year-old sample.

Forty correlations (or twenty pairs) were significant at both age levels. These were: (a) between Altruism and Success, Prestige, and Economic Returns; (b) between Esthetics and Success, Security, Economic Returns, and Follow Father; (c) between Management and Associates; (d) between Self-Satisfaction and Success, Prestige, and Economic Returns; (e) between Intellectual Stimulation and Prestige and Economic Returns; (f) between Creativity and Security, Surroundings, and Associates; and (g) between Variety and Success, Prestige, Economic Returns, and Follow Father. Significant at age ten only were the following relationships: (a) between Independence and Surroundings: (b) between Management and Prestige; and (c) between Intellectual Stimulation and Success. Significant at age fourteen only were the following relationships: (a) between Altruism and Follow Father; (b) between Independence and Security; (c) Management with Security and Surroundings; (d) Self-Satisfaction with Follow Father; (e) Intellectual Stimulation with Associates; (f) Creativity with Economic Returns; and (g) Variety with Associates.

The correlations ranged between -.14 and -.51. The highest were between Altruism and Prestige (-.51) and between Altruism and Economic Returns (-.45) in the fourteen-year-old sample.

Of the Extrinsic values, those which were correlated most frequently (negatively) with the Intrinsic values were Economic Returns (eleven), followed by Success (nine), and Prestige (nine). Of the Intrinsic values, Variety was correlated most frequently with the Extrinsic values (nine), followed by Esthetics (eight).

Of the sixteen correlations of Intrinsic values with the Extrinsic Total, thirteen were significant in the predicted (negative) direction. Independence was not correlated at either age level with the Extrinsic Total, and Self-Satisfaction was significantly correlated only at age fourteen.

Of the fourteen correlations of the Extrinsic values with the Intrinsic Total score, thirteen were significant in the predicted (negative) direction. Only Associates at age ten was not correlated with the Intrinsic Total score.

The strongest correlations of the Intrinsic values with the Extrinsic Total were for Altruism, Intellectual Stimulation, and Variety. The strongest correlations of the Extrinsic values with the Intrinsic Total were for Prestige, Economic Returns, and Success.

In Stage I, sixty-five of the one hundred and twelve correlations were significant in the predicted direction. In Stage I, also, Altruism, Intellectual Stimulation, and Variety appeared to be the best measures of the "Intrinsic" concept; while Economic Returns, Prestige, and Success were the best measures of the "Extrinsic" concept.

Upon examining the findings of both studies, it seems safe to assume that the hypothesis was verified to a fairly good degree. The evidence indicated that there is a definite difference between the Extrinsic and the Intrinsic values; though data from the two earlier hypotheses indicated that neither Extrinsic nor Intrinsic are unitary dimensions. Stage I data gave somewhat stronger support to the hypothesis than did Stage III data in (a) number of significant correlations, (b) fewer number of correlations in the opposite direction from that predicted, and (c) in strength of correlations of Intrinsic with Extrinsic values, and of both with the Total Scores.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

Of the six correlations examined, all were significant in the predicted direction at both age levels. The correlations ranged between .17 and .74. The highest correlations (.69, .74) were between Occupational Aspiration and Occupational Expectation; while the lowest were between the two Occupational measures and Educational Aspiration in the ten-year-old sample. The correlations were higher, in each case, at age fourteen than at age ten.

In Stage I also, all correlations were significant in the predicted direction in both age groups, though the range of correlations (.22 to .56) was not quite as great as in Stage III. The order of magnitude of the various relationships was the same in both studies.

In summary, it may be concluded that the hypothesis was verified in both age groups for both studies with the greatest relationship being that between Occupational Aspiration and Expectation. It is possible that one reason for this high correlation was a lack of discrimination between Aspiration and Expectation on the part of some subjects. It is also possible that the lower correlations at age ten between the Occupational measures and Educational Aspiration is due partly to a lack of knowledge of the educational requirements of certain occupations, and also partly due to the desire (primarily on the part of many females) for a college education that is not accompanied by a desire for a high status level job.

Hypothesis 7: There will be a positive relationship between the two Occupational Interest Discrepancy measures.

This hypothesis was verified at both age levels, as both correlations were significant in the predicted direction. The correlations ranged between .28 and .29; thus, there was no age difference in the strength of correlations.

Both correlations between these two discrepancy measures were also

significant in Stage I, where they were of a slightly higher magnitude (.30, .43). All Stage I correlations involving other discrepancy scores not measured in Stage III were also significant.

Thus, in summary, it may be concluded that the hypothesis was verified at both age levels in both studies.

Hypothesis 8: There will be positive relationships among the SAI "Good Coping" measures across the five behavior areas.

Of the twenty correlations examined which pertained to this hypothesis, all twenty were significant in the predicted direction, ten in each age group. (This excludes correlations with the Total Score.)

The correlations ranged between .20 and .56. The highest (.56) was between Task Achievement and Authority at age fourteen. This was followed by that between Authority and Aggression (.54) at age fourteen, and between Aggression and Interpersonal Relations (.54, .53). Also high were the correlations between Interpersonal Relations and Task Achievement (.53) at age fourteen, and between Interpersonal Relations and Authority (.53) at age ten.

All individual scales were highly correlated with the SAI Total score. The greatest contribution was from Aggression (.82, .81), followed by Interpersonal Relations and Authority. The Total Scores, thus, appeared to be good representations of the individual measures.

Comparisons with Stage I findings cannot be made since the instrument and scales were completely different in Stage I from that used in Stage III. However, the number of predicted relationships which were significant in Stage I were quite few compared to the excellent Stage III findings.

In summary, the hypothesis was completely verified at both age levels in Stage III. "Good Coping" in one area is apparently accompanied by "Good Coping" across other areas.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty subsyndromes plus the Total Score.

Of the one hundred and seventy-six correlations examined (excluding correlations with the Total Active Score), only fourteen were significant in the predicted direction (all at age fourteen, the only age group where the instrument was administered). There were nine correlations significant in the opposite direction from that predicted. The following correlations were significant: (a) between Immediate versus Delayed Action and Action versus Inaction; (b) between Intrinsic versus Extrinsic and Locus of Control; (c) between Rate of Action and

Competition versus cooperation; (d) between Earned versus Bestowed status and Locus of Control, Action versus Inaction, and Immediate versus Delayed Action; (e) between Self versus Joint Implementation and Task Achievement versus Interpersonal Relations; (f) between Emotional Control versus Emotional Expressivity and Acceptance and Self versus Joint Implementation; (g) between Activity versus Passivity under Stress and Independence versus Interdependence and Self-Solver versus Other Solver; (h) between Positive versus Negative Self-Concept and Self-Initiation versus Other Initiation; and (i) between Views of Life and Independence versus Interdependence, Confrontation Avoidance, and Activity versus Passivity under Stress.

The correlations ranged between .14 and .26. The highest (.26) was between Immediate versus Delayed Action and Action versus Inaction.

Of the twenty correlations with the Total Active Score, all but two were significant in the predicted direction. Those not significant were: Competition versus Cooperation, and Emotional Control versus Emotional Expressivity and Acceptance. The highest correlations with the Total Score were for Locus of Control (.34), Action versus Inaction (.34), and Self-Solver versus Other Solver (.33). The Total Active Score was a fair representation of the individual measures, but none of the correlations were exceptionally high.

In summary, with only fourteen of one hundred and seventy-six correlations significant in the predicted direction, very little support was offered for this hypothesis and it must be tentatively rejected.

Hypotheses 10 - 13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variables across different behavior areas.

Stance

Of the twenty correlations examined, only six were significant in the predicted direction. Two were significant in the ten-year-old sample and four were significant in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant at each age level. These were between (a) Authority and Anxiety Stance, and (b) Authority and Interpersonal Relations Stance. Significant at age fourteen only were the relationships between (a) Aggression and Anxiety Stance, and (b) Interpersonal Relations and Task Achievement Stance.

The correlations ranged between .14 and .28. The highest (.28) was between Authority and Interpersonal Relations Stance in the fourteen-year-old sample.

All Stance scores were significantly correlated with the Total Stance score. The highest contributions to the Total Score were from Authority (.58, .66) and Interpersonal Relations (.57, .64), followed by Anxiety. The Total Score appeared to be a fairly good representation of the Stance measure.

In Stage I, eleven of the twenty correlations examined were significant, approximately equally distributed between the two age samples. Again, all individual Stance scores correlated positively with the Stance Total score.

Looking at both studies together, only tentative support can be given to the hypothesis concerning Stance. Overall, Authority Stance was correlated more frequently with Stance in other areas, as well as with the Total Score. There was no noticeable trend for the correlations to be higher at one age level than at the other.

Engagement

Of the twenty correlations examined, only four were significant, two at age ten and two at age fourteen. None were significant at both age levels. Significant at age ten only were the relationships between (a) Aggression and Interpersonal Relations Engagement, and (b) Authority and Anxiety Engagement. Significant at age fourteen only were the relationships between: (a) Authority and Interpersonal Relations Engagement, and (b) Interpersonal Relations and Task Achievement Engagement.

The correlations ranged between .16 and .24. The highest (.24) was between Interpersonal Relations and Task Achievement in the fourteen-year-old sample. With these few correlations, there was no special tendency for one age group or one area to be outstanding.

All Engagement scores correlated significantly and positively with the Total Engagement score. The greatest contribution was from Interpersonal Relations, followed by Task Achievement and Anxiety.

In Stage I, only two of the correlations were significant, one at each age level, but all individual scores were correlated significantly with the Total Score.

Summarizing across both studies, the hypothesis for Engagement must be rejected due to the very small number of significant relationships discovered.

Aid/Advice

Of the twenty correlations examined, six were significant in the predicted direction, four at age ten and two at age fourteen. There were no correlations significant at both age levels.

Significant at age ten only were the following relationships: (a) between Aggression and Interpersonal Relations; (b) between Authority and Task Achievement; and (c) between Anxiety and both Interpersonal Relations and Task Achievement. Significant at age fourteen only were the relationships between: (a) Aggression and Authority, and (b) Authority and Anxiety.

The correlations ranged between .15 and .20. The highest (.20) was between Anxiety and Interpersonal Relations at age ten.

All individual Aid/Advice scores were significantly correlated with the Total Aid/Advice score. The greatest contribution to the Total Score was from the Authority area (.63, .70), followed by Aggression (.59, .56).

In summary, with only six correlations significant, this hypothesis must be rejected, especially in the fourteen-year-old sample where only two of ten correlations were significant. Aid/Advice was not measured in Stage I, thus no comparisons can be made.

Coping Effectiveness

Of the twenty correlations examined, seven were significant in the predicted direction, three in the ten-year-old sample and four in the fourteen-year-old sample.

There were no correlations which were significant at both age levels. The following correlations were significant at age ten only: (a) between Aggression and both Authority and Interpersonal Relations Coping; and (b) between Anxiety and Task Achievement Coping. Significant at age fourteen only were the following relationships: (a) between Authority and both Interpersonal Relations and Task Achievement Coping; (b) between Anxiety and Interpersonal Relations Coping; and (c) between Interpersonal Relations and Task Achievement Coping.

The correlations ranged between .14 and .34. The highest (.34) was between Interpersonal Relations and Task Achievement Coping in the fourteen-year-old sample. Interpersonal Relations was correlated most frequently with Coping scores in other areas (four times).

All individual Coping Effectiveness scores were significantly and positively correlated with the Total Score. The greatest contribution to the Total Score was from Interpersonal Relations (.59, .73), followed by Task Achievement (.54, .66). All correlations with the Total Score were at least .47 or above. Thus, the Coping Total Score can be said to be a fairly good representation of the measure.

Stage I results presented a much more favorable picture of the hypothesis with nineteen out of twenty correlations being significant. While Stage I results would tend to totally confirm the hypothesis,

these results taken in conjunction with Stage III results, cast serious doubt on a generalized confirmation of the hypothesis. Certain Coping items were changed between Stages I and III. It is possible that these changes in items and deletions or additions of items affected the degree of relationship in Stage III. However, this cannot be the complete explanation, as items within some areas (i.e., Aggression, Interpersonal Relations, Authority) were virtually unchanged. The Coping Effectiveness rating system was virtually identical in the two studies, so this cannot be used as an explanation.

Hypothesis 14: There will be a positive relationship among the Coping Style Dimension Total Scores and the Coping Effectiveness Total Score.

Of the twelve correlations examined, all twelve were highly significant in the predicted direction.

The correlations ranged between .69 and .93, making the coefficients for this hypothesis among the highest of all hypotheses tested. The highest correlations (.92, .93) were between Total Engagement and Total Aid/Advice. Obviously, high scores on each Coping Style dimension were related to one another to a great degree, and since Coping Effectiveness ratings are based to a great extent on Coping Styles utilized, one would expect this relationship also to be quite high.

In summary, it may be unambiguously stated that the hypothesis was confirmed at both age levels. (This particular hypothesis was not tested in Stage I.)

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and the Attitude Total Score across behavior areas.

Of the twelve correlations examined, seven were significant in the predicted direction. (One, Anxiety with Interpersonal Relations at age fourteen, was significant in the opposite direction from that predicted.)

Six of the correlations (or three pairs) were significant at both age levels. These were: (a) between Authority Attitude and both Interpersonal Relations and Task Achievement Attitude; and (b) between Anxiety Attitude and Task Achievement Attitude. Significant at age ten only was the relationship between Anxiety and Interpersonal Relations Attitude.

The correlations ranged between .14 and .40. The highest (.40, .33) was between Authority and Interpersonal Relations Attitude which is not surprising, considering that both concern attitudes toward people.

All Attitude measures were significantly and positively correlated with the Total Attitude score. By far, the highest contribution to the Total Score was from Authority Attitude (.80, .82), followed by Interpersonal Relations (.69, .65). Anxiety contributed the least to the Total Score.

In Stage I, all correlations among Attitude items were significant (though Attitude toward Anxiety was not measured in Stage I). Leaving out Anxiety in Stage III, four out of six correlations were significant. It was Task Achievement with Interpersonal Relations that failed to be significant in Stage III, but which was significant in Stage I. Task Achievement Attitude items were somewhat changed in Stage III, which may partially account for the lack of significant findings in the latter study.

In summary, looking at both studies together, tentative support must be given to the hypothesis, though Stage III support was not as strong as Stage I support. In both studies, it was Authority which contributed the greatest amount to the Total Score.

Hypotheses 16 - 19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores.

Hostile Affect

Of the twenty correlations examined, ten were significant in the predicted direction. Of these, eight were in the ten-year-old sample and two in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant in both age groups. These were between Interpersonal Relations and both Authority and Anxiety Hostile Affect. Significant at age ten only were the following relationships: (a) Aggression with Authority, Anxiety, Interpersonal Relations, and Task Achievement Hostile Affect; (b) Authority with Task Achievement Hostile Affect; and (c) Interpersonal Relations with Task Achievement Hostile Affect.

The correlations ranged between .15 and .27. The highest (.27) was between Authority and Interpersonal Relations in the fourteen-year-old sample, followed by Interpersonal Relations with Aggression (.26) in the ten-year-old sample.

All but one of the Hostile Affect scores were significantly and positively correlated with the Hostile Affect Total score. (The fourteen-year-old Task Achievement score did not correlate with the Total Score.) The greatest contribution to the Total Score was from Interpersonal Relations (.70, .69), followed by Authority (.65, .71). Thus,

the Total Hostile Affect score appears to have been a fair representation of the Hostile Affect measure.

In Stage I, Hostile and Depressive Affect were not separately measured, but were combined under one heading: "Negative Affect." In the Stage I hypothesis involving "Negative Affect," all correlations were significant in the predicted direction in both age groups. Considering this finding, plus the Stage III Hostile Affect findings, it must be concluded that the hypothesis was verified in the ten-year-old sample but, for Hostile Affect alone, was not verified in the fourteen-year-old sample. Younger children may generalize this type of affect response as a reaction to many or all types of problems; whereas the older children may be more specific as to those types of problem situations which cause them to react with Hostile Affect.

Depressive Affect

Of the twenty correlations examined, fourteen were significant in the predicted direction. Of these, seven were significant in each age group. There were twelve correlations (six pairs) which were significant in both age groups. These were: (a) between Aggression and both Anxiety and Interpersonal Relations Depressive Affect; (b) between Authority and both Anxiety and Interpersonal Relations Depressive Affect; and (c) between Anxiety and both Interpersonal Relations and Task Achievement Depressive Affect. Significant at age ten only was the relation between Authority and Task Achievement Depressive Affect. At age fourteen only, there was a significant relationship between Aggression and Authority Depressive Affect.

The correlations ranged between .14 and .29. The highest (.29) was between Authority and Interpersonal Relations in the fourteen-year-old sample.

All individual Depressive Affect scores were significantly correlated with the Total Score. The greatest contribution to the Total Score was from the Authority area (.73, .69), followed by Anxiety (.68, .68). The poorest was from Task Achievement (.38, .22). In general, however, the Total Score appeared to be a fairly good representation of the Depressive Affect measure.

In Stage I, all "Negative Affect" correlations were significant in both age groups. This, combined with the Stage III findings, lent fairly good support to the hypothesis at both age levels (seven out of ten correlations significant in each case). Anxiety (a variable not measured in Stage I Negative Affect scaling) appeared to be the best definer of the dimension which is not surprising, considering the high degree of probable relationship between an Anxiety-provoking problem and the expression of Depressive Affect.

Neutral Affect

Of the twenty correlations examined, fifteen were significant in the predicted direction. Nine of these were significant in the ten-year-old sample and six in the fourteen-year-old sample.

There were twelve correlations (six pairs) which were significant in both age groups. These were: (a) Aggression with Authority, Anxiety, and Interpersonal Relations; (b) Authority with Anxiety and Interpersonal Relations; and (c) Anxiety with Interpersonal Relations. Significant at age ten only were the following relations: (a) between Authority and Task Achievement; and (b) between Task Achievement and both Anxiety and Interpersonal Relations.

The correlations ranged between .14 and .37. The highest (.37) was between Authority and Interpersonal Relations at age fourteen.

All individual Neutral Affect scores were positively correlated with the Total Score. Those areas which contributed the most to the Total Score were Authority (.70, .73), and Interpersonal Relations (.64, .74). The poorest contribution (.12) was from Task Achievement in the fourteen-year-old sample. With that exception, the Total Score appeared to be a fairly good representation of the Neutral Affect measure.

Though the data were available, the hypothesis for Neutral Affect was not tested in Stage I. Stage III findings would indicate that the hypothesis was completely verified in the ten-year-old sample, with moderate support in the fourteen-year-old sample.

Positive Affect

Of the twenty correlations examined, only one was significant, and that was in the fourteen-year-old sample (.16). This relationship was between Authority and Anxiety Positive Affect.

Eight of the ten individual scales were significantly correlated with the Positive Affect Total score. However, the overwhelming contribution to the Total Score was from Anxiety Positive Affect (.88, .85). The remainder of the correlations with the Total Score were considerably smaller. Thus, the Total Score is not really a good representation of the Positive Affect measure.

In Stage I, no Positive Affect correlations were significant. Thus, the hypothesis must be rejected based upon lack of significant findings in both Stages I and III.

Hypothesis 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

Of the four correlations of Total Attitude with the two Negative Affect measures, two were significant in the predicted (negative) direction; while one (for Depressive Affect) was significant in the direction opposite of that predicted. (There were no significant correlations between the Total Attitude and Total Positive Affect measures.)

Both correlations significant in the predicted direction were between Attitude and Hostile Affect (-.23, -.24).

In Stage I, the predicted relationship between Negative Affect and Attitude was present in both age groups, but the relationship between Attitude and Positive Affect was significant only in the fourteen-year-old sample.

Considering the results of both studies simultaneously, one must reject the hypothesis for the relationship between Total Attitude and Total Positive Affect. One also must reject the hypothesis for the relationship between Attitude and Depressive Affect, since the only finding where this specific type of negative affect was differentiated was in the opposite direction from that predicted. The data verified the hypothesis for the relationship between Total Attitude and Hostile Affect in both age groups.

Hypothesis 21: There will be positive relationships between the Total Positive Affect measure, the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

Of the thirty-two correlations examined, twenty-one were significant in the predicted direction, ten at age ten and eleven at age fourteen. All significant correlations with both Negative Affect measures were in the predicted negative direction. Of these negative correlations, twelve (or six pairs) were significant in both age groups. These were: (a) Total Hostile Affect with Total Stance, Engagement, Aid/Advice, and Coping Effectiveness; and (b) Total Depressive Affect with Total Stance and Coping Effectiveness Significant at age ten only was the relationship between Total Depressive Affect and Total Aid/Advice.

These negative correlations ranged between -.15 and -.63. The highest (-.63, -.63) were between Total Hostile Affect and Coping Effectiveness.

There were six positive correlations (three pairs) which were significant in both age groups. These were: (a) Total Positive Affect with Total Stance; and (b) Total Attitude with both Total Aid/Advice and Total Coping Effectiveness. Significant at age fourteen only were the correlations between Total Attitude and both Total Stance and Engagement.

The correlations ranged between .14 and .40. The highest (.40) was between Attitude and Engagement at age fourteen, followed by that between Attitude and Coping Effectiveness (.39) also at age fourteen.

Stage I findings were quite similar to those found in Stage III. That is, the Negative Affect totals correlated significantly (negatively) with all Coping Style variables; all Attitude Total score correlations with the Coping measures were significant in the positive direction; but only three of six correlations of Coping Style dimensions with Positive Affect were significant.

Thus, considering the results of both studies together, it may be concluded that the hypothesized relationship between Negative Affect and Attitude with the Coping Style dimensions was verified. However, there was very tenuous support for the hypothesized relationship between Positive Affect and the Coping score totals.

The primary reason for the poorer relations of the Coping score totals with Positive Affect is an artifact of the Sentence Completion scoring system. Both Positive Affect and Coping scores are obtained from the same stems. If a subject gives a response classified as Coping, it cannot be scored for Positive Affect, and vice versa. This same scoring system is responsible to a large degree for the high negative correlations between the Coping score totals and the two Negative Affect measures since, again, both are obtained from the same stems and a score on one dimension (e.g., Coping) precludes receiving a score on the other (e.g., Negative Affect). More faith may be placed upon the relationship between the Coping score totals and the Total Attitude score since the two are obtained from a different set of stems. Thus, the relationship is not artifactual.

Hypotheses 22 - 31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

Stance

Of the forty-two correlations examined, only three were significant, two at age ten and one at age fourteen. At age ten there were significant relationships between (a) Anxiety Stance (Story Six) and

Nonacademic Task Achievement, and (b) Academic and Nonacademic Task Achievement. At age fourteen there was a significant relationship between Anxiety Stance (Story Six) and Academic Task Achievement.

The correlations ranged between .13 and .18. The highest was between Anxiety Stance and Academic Task Achievement Stance in the fourteen-year-old sample.

All but two of the individual Stance scores were significantly correlated with the Stance Total score. (These were Story Four Anxiety and Interpersonal Relations in the ten-year-old sample.) The greatest contribution to the Total Stance score was from Story Six Anxiety (.59, .63), followed by the Authority and the Academic Task Achievement stories. As Stance was scaled for one story only in Stage I, this hypothesis was not tested in Stage I.

On the basis of the Stage III findings, the hypothesis must be rejected at both age levels.

Engagement

Of the forty-two correlations examined, nine were significant, three at the ten-year-old level, and six at the fourteen-year-old level.

There were two correlations (one pair) which were significant at both age levels. This was between Anxiety (Story Six) and Nonacademic Task Achievement. Significant at age ten only was the relationship between Authority and Anxiety (Story Six), and that between Anxiety (Story Four) and Nonacademic Task Achievement. The following correlations were significant at age fourteen only: (a) between Aggression and both Story Six Anxiety and Interpersonal Relations; (b) between Authority and both Story Six Anxiety and Nonacademic Task Achievement; (c) between Story Four Anxiety and Interpersonal Relations; and (d) between Story Six Anxiety and Nonacademic Task Achievement.

The correlations ranged between .14 and .26. The highest (.26) was between Story Four Anxiety and Nonacademic Task Achievement in the ten-year-old sample.

All individual Engagement scores were significantly correlated with the Engagement Total score. The greatest contribution to the Total Score was from the Aggression Story (.54, .58), followed by Story Six Anxiety (.48, .60) and Academic Task Achievement (.53, .48). In general, the Engagement Total score was a fairly good representation of the Engagement measure.

In Stage I, of the fifty-six correlations examined, thirty-three were significant. Thus, there was far greater support for the hypothesis in Stage I than in Stage III. It is not clear at this time

whether the difference in scoring systems, the difference in stems, or both could have been responsible for this disappointing Stage III finding compared to that found in Stage I. Certainly for the Stage III data, the hypothesis must be rejected. But Stage I findings certainly indicated a real relationship between Engagement scores across the different areas.

Initiation

Of the forty-two correlations examined, only seven were significant, four in the ten-year-old sample and three in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Authority with Story Four Anxiety, (b) Story Four Anxiety with both Story Six Anxiety and Nonacademic Task Achievement, and (c) Story Six Anxiety with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with both Story Six Anxiety and Interpersonal Relations, and (b) Story Four Anxiety with Interpersonal Relations.

The correlations ranged between .15 and .26. The highest (.26) was between Aggression and Story Six Anxiety in the fourteen-year-old sample.

All individual Initiation scores were significantly correlated with the Initiation Total score. The greatest contribution to the Total Score was from the Aggression story (.55, .62), followed by Story Six Anxiety and Academic Task Achievement. Overall, the Total Score appeared to be a fairly good representation of the Initiation measure.

In Stage I, of the fifty-six correlations examined, thirty-three were significant. So, once again, Stage I data gave far better support to the hypothesis than did Stage III data. On the basis of Stage III data alone, the hypothesis must be rejected.

Aid/Advice

Of the forty-two correlations examined, only five were significant in the predicted direction. (Two were significant in the direction opposite from that predicted.) Of those significant, one was in the ten-year-old sample and the other four in the fourteen-year-old sample. Significant at age ten only was the relationship between Story Four Anxiety and Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with both Story Six Anxiety and Interpersonal Relations; and (b) Story Six Anxiety with both Interpersonal Relations and Nonacademic Task Achievement.

The correlations ranged between .15 and .21. The highest (.21) was between Aggression and Interpersonal Relations at age fourteen.

All individual Aid/Advice scores were significantly correlated with the Aid/Advice Total score. The greatest contributions to the Total Score were from Aggression (.52, .63), followed by Academic Task Achievement (.56, .51) and Story Six Anxiety (.49, .49). In general, the Aid/Advice Total score was a fair representation of the Aid/Advice measure.

Aid/Advice was not scaled in Stage I, so all conclusions must be drawn from Stage III data. The data were insufficient for acceptance of the hypothesis at either age level.

Solver

Of the forty-two correlations examined for this hypothesis, eighteen were significant in the predicted direction. Of these, nine were significant in the ten-year-old sample, and nine in the fourteen-year-old sample. Of these, eight (or four pairs) were significant in both age groups. These were: (a) between Story Four Anxiety and Nonacademic Task Achievement; (b) between Story Six Anxiety and both Interpersonal Relations and Nonacademic Task Achievement; and (c) between Interpersonal Relations and Nonacademic Task Achievement.

Significant at age ten only were the following relationships: (a) Authority with Story Four Anxiety; (b) Story Four Anxiety with Academic Task Achievement; (c) Story Six Anxiety with Academic Task Achievement; (d) Interpersonal Relations with Academic Task Achievement; and (e) Academic Task Achievement with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Story Six Anxiety, Interpersonal Relations, and Nonacademic Task Achievement; and (b) Authority with both Story Six Anxiety and Interpersonal Relations.

The correlations ranged between .14 and .24. The highest (.24) were between (a) Authority and Story Four Anxiety at age ten; and (b) Interpersonal Relations and Nonacademic Task Achievement at age fourteen.

The story which most frequently correlated with other stories was Nonacademic Task Achievement (eight), followed by Story Six Anxiety and Interpersonal Relations (seven each).

All individual Solver scores were significantly correlated with the Total Solver score. The stories which contributed (in both age groups) the most to the Total Score were Story Six Anxiety (.53, .56) and Nonacademic Task Achievement (.53, .49). However, there was a great age discrepancy in the contribution to the Total Score by Academic Task Achievement with the ten-year-old correlation being .60, while that in the fourteen-year-old sample was .39. Overall, the Total Solver score was a fair representation of the other Solver dimensions.

Solver was not measured in Stage I so conclusions must be based upon Stage III findings, which gave tentative, but not good support to the hypothesis. Support for the hypothesis concerning the Solver dimension was greater than that for any previously discussed Stage III Story Completion dimension.

Implementation

Of the forty-two correlations examined, eighteen were significant, twelve at age ten and six at age fourteen.

There were four correlations (two pairs) which were significant at both age levels. These were Anxiety (Story Six) and both Interpersonal Relations and Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Authority, Stories Four and Six Anxiety, and Academic Task Achievement; (b) Authority with both Interpersonal Relations and Academic Task Achievement; (c) Story Four Anxiety with Academic Task Achievement; (d) Story Six Anxiety with Academic Task Achievement; (e) Interpersonal Relations with Academic Task Achievement; and (f) Academic with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with both Interpersonal Relations and Nonacademic Task Achievement; (b) Story Four with Story Six Anxiety; and (c) Interpersonal Relations with Nonacademic Task Achievement.

The correlations ranged between .14 and .32. The highest (.32) was between Story Six Anxiety and Interpersonal Relations in the ten-year-old sample. Story Six Anxiety had the largest number of correlations with other stories (seven), followed by Aggression, Interpersonal Relations, and Task Achievement (six apiece).

All Implementation scores were significantly correlated with the Implementation Total score. The greatest contribution to the Total Score was from Story Six Anxiety (.58, .58), followed by Academic Task Achievement (.66, .41) and Authority (.50, .49). In general, the Total Score appeared to be a fairly good representation of the Implementation measure.

In Stage I, of the forty-two correlations examined, thirty were significant. This included sixteen (out of twenty-one) which were significant at age ten and fourteen (out of twenty-one) at age fourteen. Thus, the hypothesis was verified more strongly in both age groups in Stage I than in Stage III, a trend which has been noticed for all dimensions.

Looking at the results of both studies together, it may be concluded that the hypothesis had good support in the ten-year-old sample, but only tentative support can be given in the fourteen-year-old sample when one considers the Stage III results.

Outcome

Of the forty-two correlations examined, seventeen were significant in the predicted direction. Of these, eight were significant in the ten-year-old sample and nine in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant at both age levels. These were Aggression with both Stories Four and Six Anxiety. Significant in the ten-year-old sample only were the following relationships: (a) between Aggression and Authority; (b) between Authority and both Story Six Anxiety and Academic Task Achievement; (c) between Story Four Anxiety and both Story Six Anxiety and Nonacademic Task Achievement; and (d) between Academic and Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with both Interpersonal Relations and Nonacademic Task Achievement; (b) Authority with Story Four Anxiety, Interpersonal Relations, and Nonacademic Task Achievement; (c) Story Six Anxiety with Academic Task Achievement; and (d) Interpersonal Relations with Nonacademic Task Achievement.

The correlations ranged between .14 and .28. The highest (.28) was between Authority and Academic Task Achievement at the ten-year-old level. Next highest were those between Story Six Anxiety and both Story Four Anxiety (.26) and Aggression (.25) at the ten-year-old level.

All individual Outcome variables were significantly correlated with the Total Score and there was very little difference in the amount of contribution to the Total Score by each individual score. The greatest contribution to the Total Score and the area which correlated most frequently with other areas was Aggression. The Total Score may be considered to be a fair representation of the individual Outcome measures.

There were no hypotheses regarding Outcome in Stage I, so Stage III data alone must provide the evidence. With seventeen out of forty-two correlations significant, tentative support only can be given to the hypothesis with virtually no age difference in number of significant relationships.

Evaluation of Outcome

Of the forty-two correlations examined, twenty were significant in the predicted direction. This is the largest number of significant relationships reported so far. Of these, thirteen were significant in the ten-year-old sample, and seven in the fourteen-year-old sample.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Aggression with Interpersonal Relations; (b) Authority with both Story Four Anxiety and Interpersonal

Relations; and (c) Story Six Anxiety with Nonacademic Task Achievement. The following relationships were significant at age ten only: (a) Aggression with Story Four Anxiety and both Academic and Nonacademic Task Achievement; (b) Authority with Nonacademic Task Achievement; (c) Story Four Anxiety with Story Six Anxiety and Nonacademic Task Achievement; (d) Story Six Anxiety with Interpersonal Relations; and (e) Interpersonal Relations with both Academic and Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Authority; and (b) Authority with both Story Six Anxiety and Academic Task Achievement.

The correlations ranged between .15 and .27. The highest (.27) were between (a) Authority and Story Four Anxiety at age ten; and (b) Authority and Interpersonal Relations at age fourteen.

The stories which were correlated most frequently with other stories were Authority (eight) and Interpersonal Relations (seven).

All individual Evaluation of Outcome scores were significantly correlated with the Total Score. The story which contributed the greatest amount to the Total Score was the Authority story (.55, 65). In general, the Total Score appeared to be a fairly good representation of the Evaluation of Outcome measure.

This hypothesis was not tested in Stage I. In summary, there was good support for this hypothesis at the ten-year-old level with thirteen out of twenty-one correlations significant. However, support at the fourteen-year-old level (seven out of twenty-one) was very tenuous.

Coping Effectiveness

Of the forty-two correlations examined, twenty-eight were significant, all in the predicted direction. Thus, the Coping Effectiveness hypothesis appears to have more support than any other Story Completion dimension up to this point. Of these correlations, sixteen were significant in the ten-year-old sample, and twelve in the fourteen-year-old sample.

There were eighteen correlations (nine pairs) which were significant at both age levels. These were: (a) Aggression with Stories Four and Six Anxiety and Interpersonal Relations; (b) Authority with Story Six Anxiety; (c) Story Four Anxiety with Interpersonal Relations; (d) Story Six Anxiety with Interpersonal Relations and both Academic and Nonacademic Task Achievement; and (e) Interpersonal Relations with Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Authority with both Story Four Anxiety and Academic Task Achievement; (b) Story Four Anxiety with Story Six Anxiety and both Academic and Nonacademic Task Achievement; (c) Interpersonal Relations with Academic Task Achievement; and (d) Academic with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with both

Authority and Nonacademic Task Achievement; and (b) Authority with Interpersonal Relations.

The correlations ranged between .15 and .29. The highest (.29) were between: (a) Aggression and Story Six Anxiety at age fourteen, and (b) Authority and Story Four Anxiety at age ten. The stories which were correlated most frequently with other stories were Story Six Anxiety (eleven) and Interpersonal Relations (ten).

All individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness Total score. The stories which contributed the most to the Total Score were Story Six Anxiety (.61, .65) and Aggression (.53, .62). All in all, the Total Scores appeared to be good representations of the Coping Effectiveness measure.

In Stage I, thirty-two of the fifty-six correlations were significant with very little age difference in number of significant correlations. Stage III data gave a little more support in the ten-year-old sample. Considering the results of both studies simultaneously, it may be concluded that the data gave fairly good support to the hypothesis at both age levels in both studies.

Instrumentality

Of the forty-two correlations examined, fourteen were significant, all in the predicted direction. Of these, eight were significant in the ten-year-old sample and six in the fourteen-year-old sample.

There were ten correlations (five pairs) which were significant in both age groups. These were: (a) Authority with Stories Four and Six Anxiety and Nonacademic Task Achievement; (b) Story Four Anxiety with Interpersonal Relations; and (c) Story Six Anxiety with Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Authority with Academic Task Achievement; (b) Story Four Anxiety with Nonacademic Task Achievement; and (c) Story Six Anxiety with Academic Task Achievement. Significant at age fourteen only was the relationship between Aggression and Story Six Anxiety.

The correlations ranged between .14 and .28. The highest (.28) was between Authority and Story Six Anxiety at the fourteen-year-old level. Also high (.26) was the relationship between Nonacademic Task Achievement and both Stories Four and Six Anxiety at the ten-year-old level. The story with the largest number of correlations was the Authority story (seven), followed by Story Six Anxiety (six).

All individual Instrumentality scores were significantly correlated with the Instrumentality Total score. The greatest contribution to the Total Score was from Authority (.63, .62) and Story Six Anxiety

(.63, .62), followed by Nonacademic Task Achievement (.60, .56). The Total Score appeared to be a fairly good representation of the Instrumentality measure.

In Stage I, Instrumentality (which was called Persistence and measured slightly differently) had twenty-eight significant correlations out of a total of fifty-six. Thus the Stage I measure appeared to be superior with respect to the inter-relationships of the measure across areas.

Combining the results of the two studies, only tentative support to the hypothesis can be given. Stage III results alone would probably result in a rejection of the hypothesis.

Hypotheses 32a - 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

Of the one hundred and ten correlations examined which pertained to this hypothesis, ninety-six were significant in the predicted direction. All nonsignificant correlations involved Response Length, so that, if Response Length were eliminated, all correlations were significant, an outstanding achievement.

The correlations ranged between .15 and .90. A large number of the correlations were extremely high (.60 and above). The highest (.90, .86) was between Total Implementation and Total Coping Effectiveness. Another quite high one (.86, .88) was between Total Engagement and Total Initiation. The one variable which was consistently correlated with Response Length was Instrumentality, a finding which should not be unexpected. Other correlations with Response Length were all in the fourteen-year-old sample. One hypothesized reason for this lack of relationship involving Response Length is that often the very long stories are noncoping in nature, though they are also often coping in nature. That is, there is little relationship between the length of the response and the effectiveness of the coping or styles utilized in the response.

This particular hypothesis was not tested in Stage I.

In summary (with the exception of Response Length), this hypothesis was totally verified in both age groups.

Hypothesis 33: There will be a positive relationship among length of responses across all behavior areas.

Of the forty-two correlations examined for this hypothesis, all forty-two were highly significant in the predicted direction (for both age groups).

The correlations ranged between .41 and .74. The highest (.74) was between Authority and Story Four Anxiety (adjacent stories in the Story Completion protocol) at age ten. Nearly all correlations were in the sixties.

All individual Response Length scores were positively correlated with the Response Length Total Score. Though all individual scores contributed a large amount to the Total Score, it was Story Four Anxiety and the Authority story which contributed the greatest amount.

Response Length was not measured in Stage I.

In summary, the hypothesis was completely verified at both age levels with all correlations high and significant. Regardless of type of story written, there was evidently a strong tendency for the Length of the Response to be highly related across stories.

Hypotheses 34 - 36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Positive Affect Hero

Of the forty-two correlations examined, seventeen were significant, all in the predicted direction. Of these, ten were significant in the ten-year-old sample and seven in the fourteen-year-old sample.

There were ten correlations (five pairs) which were significant in both age groups. These were: (a) Authority with Stories Four and Six Anxiety; (b) Nonacademic Task Achievement with Stories Four and Six Anxiety; and (c) Interpersonal Relations with Academic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with both Interpersonal Relations and Nonacademic Task Achievement; (b) Story Four Anxiety with both Story Six Anxiety and Academic Task Achievement; and (c) Story Six Anxiety with Academic Task Achievement. Significant at age fourteen only was the relationship between (a) Nonacademic Task Achievement and Authority; and (b) Academic Task Achievement and Aggression.

The correlations ranged between .15 and .34. The highest (.34) was between Authority and Story Four Anxiety in the ten-year-old sample, followed by that between Authority and Story Six Anxiety (.33) in the fourteen-year-old sample. The stories which were correlated most frequently with other stories were Stories Four and Six Anxiety and Nonacademic Task Achievement (six apiece).

All individual Positive Affect Hero scores were correlated significantly with the Total Score. The story which contributed the most to the Total Score was Nonacademic Task Achievement (.59, .53), followed by Authority (.53, .57), Interpersonal Relations (.50, .58), and Story

Six Anxiety (.56, .51). The Total Score appeared to be a fairly good representation of the Positive Affect Hero measure.

Affect was not measured in the same manner in Stage I, thus comparisons would be somewhat questionable. On the first Affect measure ("Affect Associated with the Problem") of the fifty-six correlations, nineteen were significant. On the second Affect measure ("Affect Associated with the Outcome"), twelve out of fifty-six correlations were significant. On the two Stage I scales, the higher the score, the more positive (or at least the less negative) was the affect.

Looking at the Stage III findings only (but keeping in mind Stage I findings), only very tentative support can be given to the hypothesis. Apparently the expression of positive affect is not a generalized trait found in conjunction with the solution to all types of problems.

Negative Affect Hero

Of the forty-two correlations examined, twenty were significant, all in the predicted direction. Of these, twelve were significant in the ten-year-old sample and eight in the fourteen-year-old sample. Eight of these correlations (or four pairs) were significant in both age groups. These were: Nonacademic Task Achievement with Aggression, Authority, and Stories Four and Six Anxiety. Significant at age ten only were the following relationships: (a) Aggression with Story Four Anxiety; (b) Authority with Story Six Anxiety, Interpersonal Relations and Academic Task Achievement; (c) Stories Four and Six Anxiety with Interpersonal Relations; (d) Interpersonal Relations with Nonacademic Task Achievement; and (e) Academic with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) between Aggression and both Story Six Anxiety and Interpersonal Relations; (b) Story Four Anxiety with Story Six Anxiety; and (c) Interpersonal Relations with Academic Task Achievement.

The correlations ranged between .14 and .37. The highest (.30, .37) was between Story Four Anxiety and Nonacademic Task Achievement. The story which was correlated most frequently with other stories was Nonacademic Task Achievement (ten times).

All of the individual Negative Affect Hero scores were significantly correlated with the Total Score. The stories which contributed the most to the Total Score were Nonacademic Task Achievement (.61, .59) and Story Four Anxiety (.59, .58). The Total Score appeared to be a fairly good representation of the Negative Affect Hero measure.

Comparisons with Stage I Affect data are even more difficult for this hypothesis since, in Stage I, higher scores referred to more positive affect; while, for this dimension, the higher scores refer to the more negative affect. With twenty out of forty-two correlations significant, tentative support can be given to the hypothesis with

greater support in the ten-year-old sample (twelve of twenty-one) than in the fourteen-year-old sample.

Total Affect of Hero Plus Others

Of the forty-two correlations examined, thirty-five were significant, all in the predicted direction. Of these, nineteen were significant in the ten-year-old sample, and sixteen in the fourteen-year-old sample. Twenty-eight correlations (or fourteen pairs) were significant in both age groups. These were: (a) Aggression with both Authority and Interpersonal Relations; (b) Authority with all stories; (c) Story Four Anxiety with Story Six Anxiety, Interpersonal Relations, and Nonacademic Task Achievement; (d) Story Six Anxiety with Interpersonal Relations and Nonacademic Task Achievement; and (e) Interpersonal Relations with both Academic and Nonacademic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with both Story Six Anxiety and Academic Task Achievement; (b) Academic Task Achievement with Stories Four and Six Anxiety; and (c) Academic with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: Aggression with both Story Four Anxiety and Nonacademic Task Achievement.

The correlations ranged between .15 and .55. The highest (.55) was between Authority and Nonacademic Task Achievement in the ten-year-old sample.

All individual scores were significantly correlated with the Total Score for Affect of Hero Plus Others. The greatest contribution to the Total Score was from Story Six Anxiety (.66, .63) and Nonacademic Task Achievement (.68, .61), followed by Authority (.72, .56). There was a general tendency for the correlations to be somewhat higher in the ten-year-old than in the fourteen-year-old sample. In general, the Total Score appeared to be a good representation of the Total Affect of Hero Plus Others measure.

In summary, the hypothesis was verified in both age groups with thirty-five of forty-two correlations significant. Apparently, the tendency to express affect in general (whether through the hero or others in the story) is a general tendency that does not depend upon the nature of the problem presented.

Hypothesis 37: There will be positive relationships among the Story Completion Total Positive Affect measure and the Total Coping Style measures. There will be a negative relationship among the Story Completion Total Negative Affect measure and the Total Coping Style measures.

Of the twenty correlations involving Positive Affect Hero, nine were significant, five at age ten and four at age fourteen. Of the

twenty correlations involving Negative Affect Hero, nineteen were significant (with one nonsignificant in the ten-year-old sample).

For Positive Affect Hero, there were eight correlations (four pairs) which were significant at both age levels. These were with Implementation, Outcome, Evaluation of Outcome, and Coping Effectiveness. Significant at age ten only was the relationship with Solver. For Negative Affect Hero, the only correlation which was not significant was with Evaluation of Outcome at age ten.

The range of correlations for Positive Affect was between .14 and .43. The highest (.43, .36) was with Evaluation of Outcome. The range of correlations for Negative Affect was between -.15 and -.38. The highest (-.38) was with Solver in the fourteen-year-old sample.

In Stage I, all correlations between both Affect measures and the Coping Style measures were significant (all being positive as the higher scores referred to the more positive affect).

This, in conjunction with Stage III data, gave excellent support to the hypothesis regarding Negative Affect and around average support to the hypothesis involving Positive Affect. Support for the hypothesis was equally good at both age levels.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

Of the sixteen correlations examined (including those of the two Total Scores), five were significant in the predicted direction. Of these, two (one pair) were significant in both age groups. This was the correlation between Coping Effectiveness and Response Length for the Nonacademic Task Achievement story. Significant at age fourteen only was the relationship between the two variables for Authority, Story Six Anxiety, and for the Total Score.

The scores ranged between .15 and .25. The highest (.25) was between the two variables for Nonacademic Task Achievement at age ten.

In summary, there was no support for the hypothesis in the ten-year-old sample (one of eight significant) and very tenuous support at the fourteen-year-old level (four of eight).

Hypotheses 39 - 42: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments, as well as positive relationships with the Total Scores.

Stance

Of the sixteen correlations examined, only one was significant. That was between Story Completion Academic Task Achievement and Sentence Completion Task Achievement in the ten-year-old sample. The correlation was .14.

Thus, the hypothesis must be rejected in both age groups.

Engagement

Of the sixteen correlations examined, only one was significant and that was in the ten-year-old sample. It was between Sentence and Story Completion Aggression and was of the magnitude of .14.

Thus, the hypothesis for Engagement must be rejected as it was in Stage I also.

Aid/Advice

Only two of the correlations examined were significant, one at age ten and the other at age fourteen. At age ten there was a relationship between Sentence and Story Completion Aggression (.15); while at age fourteen there was a relationship between the two Total Scores for Aid/Advice (.14).

This comparison was not made in Stage I and, thus, on the basis of Stage III findings, the hypothesis must be rejected.

Coping Effectiveness

Of the sixteen correlations examined, only two were significant, one at each age level. At age ten there was a positive relationship for Aggression (.15) between the two instruments; while at age fourteen, there was a positive relationship (.13) between the two Total Scores.

Stage I findings gave no support to this hypothesis; so in conjunction with Stage III findings the hypothesis must be completely rejected.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

Of the sixteen correlations examined, only one was significant. This correlation was in the fourteen-year-old sample and was between Positive Affect in the Task Achievement area of the Sentence Completion and Academic Task Achievement in the Story Completion instrument.

The correlation was .30.

In Stage I there were no significant findings for Positive Affect between the two projective instruments. Based upon these findings, the hypothesis must be rejected.

Hypothesis 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, none were significant. Stage I findings also revealed virtually no significant differences. Thus, the hypothesis must be rejected.

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Completion Positive Affect measures of the same behavior areas.

Of the sixteen correlations examined, none were significant in the predicted direction. This exact hypothesis was not tested in Stage I. On the basis of these results, the hypothesis must be rejected.

Hypothesis 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, only one was significant. This was in the Aggression area between Story Completion Negative Affect and Sentence Completion Depressive Affect (.18) in the fourteen-year-old sample.

The same hypothesis was not tested in Stage 1. Thus, based on Stage III data, the hypothesis must be rejected.

Hypotheses 44a - 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

In the Task Achievement area, five of the six correlations were significant, two at age ten and all three at age fourteen. The only correlation which was not significant was that (at age ten) between Aid/Advice and SAI Task Achievement.

In the Interpersonal Relations area, four of the six correlations were significant. All three correlations were significant in the

fourteen-year-old sample. However, at age ten, only the correlation of the SAI score with Stance was significant.

In the Authority area, again four out of six correlations were significant, with all correlations being significant in the fourteen-year-old sample. At age ten, the only significant correlation was, again, with Stance.

In the Anxiety area, none of the six correlations were significant in the predicted direction. In this area, three correlations were significant in the direction opposite of that predicted. All of these involved the ten-year-old sample.

In the Aggression area, two of the six correlations were significant, both in the ten-year-old sample. These were between the SAI Aggression score and both Engagement and Aid/Advice from the Sentence Completion Aggression area.

The correlations ranged between .14 and .31. The highest (.27, .31) were between Sentence Completion Task Achievement Stance and the SAI Task Achievement score.

All six correlations between Sentence Completion Total Scores and the SAI Total Scores were significant (three at each age level). The highest (.31) was between the SAI Total and Sentence Completion Engagement and Aid/Advice. In the Task Achievement area, all Task Achievement Coping Style scores were significantly correlated with the SAI Total Score. In Interpersonal Relations four of the six correlations with the SAI Total Score were significant (all three at age fourteen, but only one at age ten). In the other three areas there was not an appreciable number of correlations with the SAI Total Score.

In summary, the hypothesis received generally good support in the Task Achievement and Interpersonal Relations areas. The relationship, in both cases, was stronger in the fourteen-year-old than in the ten-year-old sample. There was good support in the fourteen-year-old group only in the Authority area also. The hypothesis could not be supported for the areas of Anxiety and Aggression.

Hypotheses 45a - 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

Of the one hundred and twenty-six correlations examined pertaining to this hypothesis, only fourteen were significant, all in the predicted direction. Of these fourteen, six were significant in the ten-year-old sample and eight in the fourteen-year-old sample.

The correlations were significant in the areas of Academic Task Achievement, Interpersonal Relations, Story Four Anxiety, and only one apiece was significant in the Authority area, Story Six Anxiety, and in Nonacademic Task Achievement. Thus, eleven out of eighteen correlated significantly in the Aggression area. There were eight correlations (four pairs) that were significant at both age levels. These were between the SAI Aggression score and Story Completion Aggression Engagement, Solver, Implementation, and Instrumentality. Significant at age ten only were the relationships between SAI Aggression and Initiation and between SAI Task Achievement and Nonacademic Task Achievement Outcome. Significant at age fourteen only were the relationships (a) between SAI Aggression and both Outcome and Evaluation of Outcome; (b) between SAI Authority and Story Completion Authority Evaluation of Outcome; and (c) between SAI Anxiety and Story Six Anxiety Evaluation of Outcome.

The correlations ranged between .14 and .26. The highest (.26) was between SAI Authority and Story Completion Evaluation of Outcome in the fourteen-year-old sample.

Of the ninety correlations of SAI individual scores with the Story Completion Total scores, twenty were significant. Of these, ten were significant at age ten and ten at age fourteen. Six correlations (or three pairs) were significant at both age levels. These were (a) SAI Interpersonal Relations with Total Outcome, (b) SAI Aggression with Total Stance, and (c) SAI Authority with Total Outcome. Significant at age ten only were the following relationships: (a) SAI Interpersonal Relations with Total Initiation, Solver, and Instrumentality, (b) SAI Aggression with Total Engagement and Initiation; and (c) SAI Authority with Total Initiation and Aid/Advice. Significant at age fourteen only were the following relationships: (a) SAI Task Achievement with Total Outcome and Evaluation of Outcome; (b) SAI Interpersonal Relations with Total Evaluation of Outcome; (c) SAI Aggression with Total Outcome and Evaluation of Outcome; (d) SAI Anxiety with Total Outcome; and (e) SAI Authority with Total Evaluation of Outcome.

Of the eighteen correlations of the SAI Total Score with the Story Completion Total scores, six were significant, four at age ten and two at age fourteen. There were two correlations (one pair) significant at both age levels. These were between the SAI Total Score and Total Outcome. Significant at age ten only were the following relationships: SAI Total Score with Total Initiation, Aid/Advice, and Implementation. Significant at age fourteen only was the relationship between the SAI Total Score and Total Evaluation of Outcome. These correlations ranged between .14 and .25 with the highest (.25) being between the SAI Total Score and Total Outcome at the fourteen-year-old level.

In conclusion, this hypothesis must be rejected for all areas except Aggression where eleven out of the eighteen correlations were significant. The support in this area was somewhat stronger in the

fourteen-year-old sample than in the ten-year-old sample. Stage I findings could not be used as evidence due to the completely different nature of the SAI in Stage I.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the ten correlations examined (excluding those involving the Total Scores), eight were significant in the predicted direction. All eight of these (four pairs) were significant in both age groups. These were between SAI and Sentence Completion Coping Effectiveness for the areas of Aggression, Authority, Interpersonal Relations, and Task Achievement. Only the Anxiety area was significantly correlated between the two instruments.

The correlations ranged between .15 and .31. The highest (.31) was between Task Achievement Coping Effectiveness and the SAI Task Achievement score at age fourteen.

The Total Coping Effectiveness score was significantly correlated with the Total SAI score (.29, .39) in both age groups.

In summary, the hypothesis was completely verified in both age groups except for the relationship in the Anxiety area.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the fourteen correlations examined (excluding the Total Scores), only two were significant. These were between the Story Completion Coping Effectiveness score and the SAI score in the Aggression area (.20, .19) at both age levels.

The Story Completion Total Coping Effectiveness score was significantly correlated with the Total SAI score at both age levels (.18, .16).

Stage I data cannot be used as additional evidence for or against this hypothesis, as the SAI scales were different in Stage I. On the basis of Stage III data, the hypothesis must be rejected at both age levels.

Hypothesis 48a: The SAI "Good Coping" scores will be positively related with the Story Completion Positive Affect measures.

Of the sixteen correlations examined, none were significant in the predicted direction. Thus, the hypothesis must be rejected.

Hypothesis 48b: The SAI "Good Coping" scores will be negatively related with the Story Completion Negative Affect measures.

Of the sixteen correlations examined, none of them were significant in the predicted direction. Thus, the hypothesis must be rejected.

Hypothesis 49a: The SAI "Good Coping" scores will be positively related with the Sentence Completion Positive Affect measures.

Of the twelve correlations examined, none were significant. Thus, the hypothesis must be rejected.

Hypothesis 49b: The SAI "Good Coping" scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

Of the twenty correlations examined, five were significant in the predicted direction. There were no correlations which were significant for Depressive; rather, all were with Hostile Affect. Thus, of the ten correlations involving Hostile Affect, one-half were significant. Of these, three were significant in the ten-year-old sample and two in the fourteen-year-old sample. There were two correlations (one pair) significant at both age levels. These were between SAI Authority and Authority Hostile Affect. Significant at age ten only were the following relationships: (a) SAI Task Achievement with Task Achievement Hostile Affect; and (b) SAI Aggression and Aggression Hostile Affect. Significant at age fourteen only was the relationship between SAI Interpersonal Relations and Interpersonal Relations Hostile Affect.

The correlations ranged between -.19 and -.28. The highest (-.28) was between SAI Task Achievement and Task Achievement Hostile Affect in the ten-year-old sample.

The SAI Total Score was significantly (negatively) correlated with the Sentence Completion Total Hostile Affect score (-.25, -.35) in both age groups.

In summary, the data gave no support for the hypothesized relationship between the SAI scores and Depressive Affect. However, there was moderate support (five out of ten correlations significant) for the hypothesized relationship with Sentence Completion Hostile Affect.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

Of the two hundred and forty correlations examined, thirty-two were significant in the predicted direction. (Seven were significant in the direction opposite from that predicted.)

Of these, eighteen were significant in the ten-year-old sample, and fourteen in the fourteen-year-old sample. There were four correlations (two pairs) which were significant in both age groups. These were: (a) Altruism with Story Completion Total Outcome, and (b) Intellectual Stimulation with Sentence Completion Total Coping Effectiveness. Significant at age ten only were the following relationships: (a) Altruism with Story Completion Aid/Advice, Implementation, Coping Effectiveness, and Instrumentality; (b) Esthetics with Story Completion Instrumentality; (c) Independence with Story Completion Outcome; (d) Intellectual Stimulation with Sentence Completion Attitude; (e) Creativity with Story Completion Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Coping Effectiveness, and Instrumentality; and (f) Variety with Sentence Completion Attitude. Significant at age fourteen only were the following relationships: (a) Altruism with Sentence Completion Engagement and Coping Effectiveness, (b) Self-Satisfaction with Sentence Completion Engagement and Coping Effectiveness and Story Completion Total Outcome; (c) Intellectual Stimulation with Story Completion Outcome and Evaluation of Outcome; and (d) Variety with Story Completion Stance, Outcome, Evaluation of Outcome, Coping Effectiveness, and Instrumentality.

The correlations ranged between .14 and .26. The highest (.26) was between Creativity and Story Completion Initiation.

Of the thirty correlations of Sentence and Story Completion Total scores with the Total Intrinsic score, six were significant, three at age ten and three at age fourteen. Altruism and Creativity were the two values which were most frequently correlated with the projective instrument Total Scores. Story Completion Total Outcome correlated most frequently with the Intrinsic Occupational Values, followed by Instrumentality and Sentence Completion Coping Effectiveness.

In Stage I, of the one hundred and seventy-six correlations examined, twenty were significant.

Based on the findings from both studies, there was very poor support for this hypothesis, and it must be considered to be not accepted.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI "Good Coping" measures.

Of the ninety-six correlations examined for this hypothesis, thirty-five were significant in the predicted direction. (Six correlations were significant in the direction opposite from that predicted. All of these involved the value Independence.)

Of the correlations, fourteen were significant in the ten-year-old sample, and twenty-one in the fourteen-year-old sample. Of these, twenty-four correlations (twelve pairs) were significant in both age samples. These were: (a) Altruism with SAI Task Achievement, Authority, Aggression, Interpersonal Relations, and the Total Score; (b) Self-Satisfaction with SAI Authority; (c) Intellectual Stimulation with SAI Task Achievement, Aggression, Interpersonal Relations, and the Total SAI score; and (d) Variety with SAI Aggression and the Total Score. Significant at age ten only were the following relationships: (a) Intellectual Stimulation with SAI Anxiety; and (b) Variety with SAI Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Altruism with SAI Anxiety; (b) Self-Satisfaction with SAI Task Achievement, Aggression, Interpersonal Relations, Anxiety and the Total Score; (c) Intellectual Stimulation with SAI Authority; and (d) Variety with SAI Anxiety.

The correlations ranged between .14 and .30. The highest (.30) was between Self-Satisfaction and the SAI Total Score at age fourteen, followed by the relationships between Altruism and Interpersonal Relations (.28) at age ten and between Self-Satisfaction and Authority (28) at age fourteen.

All but one of the SAI scores were significantly correlated with the Total Intrinsic score. This one was for Anxiety in the ten-year-old sample.

In summary, the hypothesis was partially verified. That is, the values of Altruism, Self-Satisfaction, Intellectual Stimulation, and (to a lesser extent) Variety were significantly correlated with the SAI scores. The hypothesis must be rejected for Esthetics, Independence, Management, and Creativity. Stage I findings did not contribute to any conclusions drawn, due to the completely different nature of the Stage I SAI scales.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

Of the one hundred and fifty-two correlations examined for this hypothesis (excluding Total Score correlations), only eight were significant in the predicted direction. It should be pointed out that nineteen correlations were in the opposite direction from that predicted, which suggests some question as to the efficacy of the hypothesis.

At any rate, all correlations significant in the predicted direction were in the fourteen-year-old sample since the Views of Life was Administered only in this sample. These relationships were: (a) Academic Locus of Control with Esthetics; (b) Action versus Inaction with Altruism; (c) Rate of Action with Variety; (d) Competition versus Cooperation with Altruism; (e) Independence versus Interdependence with Self-Satisfaction and Variety; (f) Emotional Control versus

Expressivity and Acceptance with Independence; and (g) Rate of Action with Intellectual Stimulation.

The correlations ranged between -.13 and -.26. The highest (-.26) was between Rate of Action and Intellectual Stimulation, followed by that between Rate of Action and Variety (-.25).

Only one of the Views of Life subsyndromes was correlated negatively with the Intrinsic Total score (Rate of Action). Also, only one of the Intrinsic scores was correlated negatively with the Views of Life Total score (Altruism). Views of Life Variable Number Fifty-Eight was not analyzed due to some problems in early coding procedures, though it was calculated into the Total Score. Thus, any remarks concerning the Total Views of Life score should be made cautiously.

In summary, this hypothesis must be rejected, as only eight of one hundred and fifty-two correlations were significant in the predicted direction. The fairly large number of correlations which were significant in the opposite direction from that predicted should bring about a re-evaluation of the theory underlying this hypothesis.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only two were significant, one at age ten and the other at age fourteen. At age ten there was a positive relationship between Management and Sentence Completion Positive Affect (.15). At age fourteen, the relationship was between Altruism and Story Completion Positive Affect (.17).

Neither Affect score was significantly correlated with the Total Intrinsic score. Stage I findings also showed virtually no significant results (two of forty-eight significant relationships). Thus, on the basis of the findings from both studies, the hypothesis must be rejected at both age levels.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Completion Total Hostile and Depressive Affect and with the Story Completion Total Negative Affect.

Of the forty-eight correlations examined, only five were significant in the predicted direction (three being significant in the opposite direction from that predicted). There were two significant at age ten and three significant at age fourteen. Two correlations (one pair) were significant at both age levels. These were between Intellectual Stimulation and Sentence Completion Hostile Affect. Significant at

age ten only was the relationship between Management and Sentence Completion Depressive Affect. Significant at age fourteen only were the relationships of: (a) Altruism with Sentence Completion Hostile Affect; and (b) Self-Satisfaction with Sentence Hostile Affect.

The correlations ranged between -.14 and -.23. The highest was between Altruism and Sentence Completion Hostile Affect at age fourteen.

Stage I findings also lent very little support to the hypothesis (three out of eighteen correlations significant). Based on these combined findings, the hypothesis must be rejected.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping Style dimension measures.

Of the two hundred and ten correlations examined pertaining to this hypothesis, twenty-three were significant in the predicted direction. (There were five which were singificant in the direction opposite from that predicted.) Of these, ten were significant in the ten-year-old sample and thirteen in the fourteen-year-old sample.

There were six correlations (three pairs) that were significant at both age levels. These were: between Economic Returns and Story Completion Solver, Outcome, and Coping Effectiveness. Significant at age ten only were the following relationships: (a) Security with Story Completion Engagement, (b) Economic Returns with Story Completion Engagement, Initiation, Implementation, and Instrumentality; and (c) Surroundings with Sentence Completion Stance and Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Success with Story Completion Outcome; (b) Prestige with Story Completion Outcome, Evaluation of Outcome, and Coping Effectiveness and Sentence Completion Engagement, Aid/Advice, and Coping Effectiveness; and (c) Economic Returns with Story Completion Aid/Advice and Evaluation of Outcome, and Sentence Completion Coping Effectiveness.

The correlations ranged between -.14 and -.27. The highest (-.27) was between Prestige and Sentence Completion Coping Effectiveness at age fourteen.

Of the thirty correlations with the Extrinsic Total score, seven were significant.

In Stage I, of the one hundred and twenty-six correlations examined, twenty-four were significant in the predicted direction. Economic Returns, in both studies, was correlated most frequently with the projective Total Scores followed, in both studies, by Prestige.

In summary, the hypothesis as a whole must be rejected, but the relationships between the projective Total Scores and both Economic

Returns and Prestige appears to be a consistent one. Thus, for these two values only, the hypothesis may be accepted.

Hypothesis 56: The Occupational Values Extrinsic measures will be negatively related with the SAI "Good Coping" measures.

Of the seventy correlations examined, fifteen were significant in the predicted direction. Of these, two were significant in the ten-year-old sample and thirteen in the fourteen-year-old sample.

Only two correlations (one pair) were significant at both age levels. These were between Economic Returns and SAI Interpersonal Relations. Significant at age ten only was the correlation between Security and SAI Task Achievement. Significant at age fourteen only were the following relationships: (a) Success with SAI Task Achievement, Authority, and Aggression; (b) Prestige with SAI Task Achievement, Authority, Aggression, and Interpersonal Relations; (c) Economic Returns with SAI Task Achievement, Authority, Aggression, and Anxiety; and (d) Follow Father with SAI Interpersonal Relations.

The correlations ranged between -.16 and -.30. The highest were: Economic Returns with SAI Task Achievement (-.30) and with SAI Authority (-.28) at age fourteen.

Of the ten correlations of the individual SAI scores with the Extrinsic Total score, eight were significant, all in the predicted direction. Of the fourteen correlations of the individual Extrinsic values with the SAI Total Score, five were significant in the predicted direction. The SAI Total Score was significantly (and negatively) correlated with the Extrinsic Total score at both age levels. Prestige and Economic Returns had the greatest relationship, in general, with the SAI "Good Coping" measures.

In Stage I, there was no evidence in support of any negative relationship between the SAI and the Extrinsic Occupational values.

In summary, the hypothesis must be totally rejected in the ten-year-old sample. However, there was a moderate degree of support in the fourteen-year-old sample especially for the values of Success, Prestige, and Economic Returns. These are the three values which appear to best define the Extrinsic concept, based upon observations from other correlational evidence.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with the Active measures of the Views of Life.

Of the one hundred and thirty-three correlations examined, fourteen were significant in the predicted direction. (Five were significant

in the direction opposite from that predicted.) The following relationships were significant (all at age fourteen): (a) Security with Self-Initiation versus Other Initiation; (b) Prestige with Intrinsic versus Extrinsic, Earned Status versus Bestowed Status, and Confrontation versus Avoidance; (c) Economic Returns with Intrinsic versus Extrinsic, Task Achievement versus Interpersonal Relations, Confrontation versus Avoidance, and Self versus Joint Implementation; (d) Surroundings with Locus of Control, Task Achievement versus Interpersonal Relations, and Independence versus Interdependence; and (e) Associates with Task Achievement versus Interpersonal Relations, Self-Solver versus Other Solver, and Self versus Joint Implementation.

The correlations ranged between -.14 and -.40. The highest (-.40) was between Associates and Task Achievement versus Interpersonal Relations. Of the seven correlations of the individual Extrinsic values with the Views of Life Total score, three were significant in the predicted direction. Of the nineteen correlations of the individual Views of Life scales with the Extrinsic Total score, four were significant in the predicted direction. The correlation between both Total Scores was barely significant (-.15) in the predicted direction.

The Views of Life was not administered in Stage I. Based upon the findings just discussed, the hypothesis must be rejected.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only two were significant, both in the fourteen-year-old sample. These were between Story Total Positive Affect and both Prestige (-.18) and Follow Father (-.14).

In Stage I there was no evidence to support the hypothesis. Based upon the results of both studies, the hypothesis must be rejected.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect measure.

Of the forty-eight correlations examined, five were significant in the predicted direction. (Three were significant in the direction opposite from that predicted.) One of the correlations was in the ten-year-old sample and the remaining four in the fourteen-year-old sample. Significant at age ten only was the relationship between Sentence Total Depressive Affect and Surroundings. Significant at age fourteen only were the relationships of: Sentence Completion Hostile Affect with Success, Prestige, Economic Returns, and the Total Extrinsic score.

The correlations ranged between .14 and .19, with the highest being those between Sentence Hostile Affect and both Prestige and Economic Returns.

Stage I data did not confirm this hypothesis for either Sentence or Story Completion Affect. Based on the findings from both studies, this hypothesis must be rejected.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping dimension measures.

Of the sixty correlations examined, none were significant at either age level. Stage I data also did not support the hypothesis. Therefore, it must be rejected.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping dimension measures.

Of the thirty correlations examined, only four were significant in the predicted negative direction. All of these were in the fourteen-year-old sample and involved Educational Aspiration. That is, significant at age fourteen only were the relationships of Educational Aspiration with Sentence Completion Attitude, Stance, Engagement, and Aid/Advice.

The correlations ranged between -.19 and -.25. The highest was between Educational Aspiration and Stance.

In Stage I, four of the six Sentence Completion correlations with Educational Aspiration were significant, but, as in Stage III, significant correlations with the two Occupational measures were virtually nonexistent.

Therefore, there was reasonable support for the hypothesis concerning the relationship between the Sentence Completion measures and Educational Aspiration, especially at age fourteen, but the remainder of the hypothesis must be rejected.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI "Good Coping" measures.

Of the thirty-six correlations examined, only one was significant

in the predicted direction (two in the direction opposite from that predicted). This was between SAI Anxiety and Educational Aspiration at age ten (-.14). Since the SAI scales were totally different in Stage I, that data cannot be brought to bear upon the hypothesis. The results of the Stage III analysis indicated that the hypothesis must be rejected.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Active Response measures of the Views of Life

Of the sixty correlations examined, seven were significant in the predicted direction, all, of course, in the fourteen-year-old sample. There were also seven correlations which were significant in the direction opposite of that predicted.

The following relationships were significant: (a) Locus of Control with all three Occupational and Educational measures; (b) Task Achievement versus Interpersonal Relations with Occupational Aspiration; (c) Independence versus Interdependence with Occupational Expectation; and (d) Activity versus Passivity under Stress with both Occupational Aspiration and Expectation.

The correlations ranged between -.14 and -.20. The highest was between Locus of Control and Educational Aspiration.

On the basis of the findings, with only seven correlations significant, the hypothesis must be rejected. It was of interest to note that all correlations that were in the direction opposite from that predicted involved three Views of Life variables: Self versus Joint Implementation, Emotional Control versus Emotional Expressivity and Acceptance, and Positive versus Negative Self-Concept.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measure.

Of the twelve correlations examined, none were significant at either age level. Stage I data also completely failed to support the hypothesis. Therefore, it must be rejected.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total

Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

Of the eighteen correlations examined, none of them were significant at either age level. Stage I data (based on Sentence Completion only) lent very poor support to the hypothesis (two of six correlations barely reached significance). Therefore, based on both studies, the hypothesis must be rejected.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

Though all correlations were highly significant, some will not be discussed, as they were between scales containing overlapping items. The legitimate correlations are those between Self-Concept and Parent/Child Interaction, and between Mother Interaction and Father Interaction. All four of these correlations were significant.

The correlations ranged between .15 and .52. The highest (.52) was between Mother Interaction and Father Interaction at age ten.

In Stage I the correlation between Self-Concept and Parent/Child Interaction was not significant at either age level; but the correlation between Mother Interaction and Father Interaction was significant at both age levels.

Thus, in conclusion, there was excellent support for the hypothesis concerning the relationship between Mother Interaction and Father Interaction, but only moderate support for the relationship between Self-Concept and Parent/Child Interaction.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, ten were significant, all in the predicted direction. Of these, three were in the ten-year-old sample, and seven in the fourteen-year-old sample.

There were six correlations (three pairs) that were significant in both age groups. These were between Authority Attitude and Self-Concept, Mother Interaction, and Father Interaction.

Significant at age fourteen only were the following relationships: (a) Self-Concept with Coping Effectiveness; (b) Authority Attitude with

Parent/Child Interaction; (c) Mother Interaction with Authority Coping Effectiveness; and (d) Father Interaction with Authority Coping Effectiveness.

The correlations ranged between .18 and .32. The highest was between Authority Attitude and Interaction with Mother at age fourteen.

In Stage I, fifteen out of forty correlations examined were significant.

In summary, there was good evidence in both studies indicating a high degree of relationship between Attitude toward Authority and the Parent/Child Interaction items, moderate support for Authority Coping Effectiveness, but poor support for the remainder of the Authority variables.

Hypothesis 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

Of the sixteen correlations examined, four were significant, all in the predicted direction. Of these, one was in the ten-year-old sample and three in the fourteen-year-old sample. There were two correlations (one pair) significant in both age samples. These were between Self-Concept and Authority Hostile Affect. Significant at age fourteen only were the relationships between Authority Hostile Affect and both Mother Interaction and Father Interaction.

The correlations ranged between -.19 and -.25. The highest (-.25) was between Self-Concept and Authority Hostile Affect at age fourteen.

In Stage I, two of the eight correlations examined were significant, both in the ten-year-old sample.

In summary, there was no evidence to support the hypothesis for Depressive Affect, and fair support for the hypothesis concerning Hostile Affect.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, twenty-four were significant, all in the predicted direction. Of these, seven were in the ten-year-old sample, and seventeen in the fourteen-year-old sample. There were fourteen correlations (seven pairs) which were significant in both

age groups. These were: (a) Self-Concept with Total Attitude and Total Coping Effectiveness; (b) Mother Interaction with Total Attitude, Total Aid/Advice, and Total Coping Effectiveness; and (c) Father Interaction with Total Attitude and Total Coping Effectiveness. Significant at age fourteen only were the following relationships: (a) Self-Concept with Total Engagement and Aid/Advice; (b) Parent/Child Interaction with Total Attitude, Engagement, Aid/Advice, and Coping Effectiveness; (c) Mother Interaction with Total Stance Engagement; and (d) Father Interaction with Total Engagement and Aid/Advice.

The correlations ranged between .14 and .32. The highest (.32) was between Mother Interaction and Total Attitude, followed by Mother Interaction with Total Coping Effectiveness (.31) at age fourteen. The Parent/Child Interaction items were correlated more frequently with Total Attitude and Total Coping Effectiveness. The poorest relationships were those with Total Stance and Positive Affect.

In Stage I, thirteen out of forty correlations were significant with the majority (ten) again being in the fourteen-year-old sample.

In conclusion, there was very weak evidence in support of the hypothesis in the ten-year-old sample, but very good evidence to support the hypothesis in the fourteen-year-old sample. Total Attitude, in both studies, was correlated most frequently with the Parent/Child Interaction items, while Positive Affect was the poorest in both studies.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and the Total Depressive Affect measures of the Sentence Completion.

Of the sixteen correlations examined, five were significant, all in the predicted negative direction. Two of these were in the ten-year-old sample and three in the fourteen-year-old sample.

There were four correlations (two pairs) significant at both age levels. These were between Total Hostile Affect and both Self-Concept and Interaction with Father. Significant at age fourteen only was the relationship between Total Hostile Affect and Interaction with Mother.

The correlations ranged between -.21 and -.32. The highest (-.32) was between Hostile Affect and Self-Concept at age fourteen. In Stage I, for general Negative Affect, there was one significant correlation out of eight, at age ten.

In summary, there was moderate support for the hypothesis when considering Hostile Affect, but no support for the hypothesis concerning Depressive Affect.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Five concerning Authority relations.

Of the ninety-six correlations examined, three were significant in the predicted direction, all three being at age ten. These were between: (a) Parent/Child Interaction and both Solver and Positive Affect Hero; and (b) Father Interaction and Solver.

The correlations ranged between .15 and .18 with the highest being between Interaction with Father and Solver.

This exact hypothesis was not tested in Stage I; and Stage III data led to its rejection at both age levels.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

Of the eight correlations examined, none were significant. This hypothesis was not tested in Stage I. Therefore, the hypothesis must be rejected.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, only four were significant, all in the predicted direction. Of these, three were in the ten-year-old sample and one in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Parent/Child Interaction with both Solver and Positive Affect Hero; and (b) Interaction with Father and Solver. Significant at age fourteen only was the relationship between Self-Concept and Stance.

The correlations ranged between .14 and .17. The highest (.17) was between Self-Concept and Stance at age fourteen. This hypothesis was not tested in Stage I. Based on the above data, the hypothesis was rejected in both age groups.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, twelve were significant, all in the predicted direction. Of these, two were significant at age ten, and ten at age fourteen. There were no correlations significant at both age levels. Significant at age ten only were the relationships between Evaluation of Outcome and both Parent/Child Interaction and Father Interaction. Significant at age fourteen only were the following relationships: (a) Self-Concept with both Solver and Coping Effectiveness; (b) Parent/Child Interaction with Engagement; (c) Interaction with Mother with both Solver and Coping Effectiveness; and (d) Interaction with Father with Stance, Engagement, Initiation, Solver, and Coping Effectiveness.

The correlations ranged between .14 and .23. The highest (.23) was between Self-Concept and Solver at age fourteen.

There was no similar hypothesis tested in Stage I. Based on these findings, the hypothesis must be rejected at the ten-year-old level, and there was only very moderate support at the fourteen-year-old level, with Father Interaction being the strongest variable in relation to the Story Six scales.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Story Four and Story Six.

Of the sixteen correlations examined, none were significant in the predicted direction, though two were significant in the opposite direction from that predicted.

This hypothesis was not tested in Stage I. Based upon this total lack of findings, the hypothesis was rejected at both age levels.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

Of the ninety-six correlations examined, twelve were significant, all in the predicted direction. Of these, nine were in the ten-year-old sample and three in the fourteen-year-old sample.

There were two correlations (one pair) significant in both age groups. These were between Interaction with Mother and Total Solver. Significant at age ten only were the following relationships: (a) Parent/Child Interaction with Total Solver, Evaluation of Outcome, and Positive Affect Hero; (b) Interaction with Mother with Total Outcome, Evaluation of Outcome, and Positive Affect Hero; and (c) Father Interaction with Total Solver and Positive Affect Hero. Significant at age fourteen only were the following relationships: Parent/Child Interaction with both Total Engagement and Initiation.

The correlations ranged between .14 and .20. The highest (.20) were between (a) Parent/Child Interaction and Engagement at age fourteen; and (b) Interaction with Mother and Evaluation of Outcome at age ten.

In Stage I, of sixty-four correlations examined in a similar hypothesis, only one was significant in the predicted direction (at age ten).

Considering the results of both studies together, there was virtually no support for the hypothesis in the fourteen-year-old sample and very poor support in the ten-year-old sample.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

Of the eight correlations examined, none were significant in the predicted direction. This hypothesis was not tested in Stage I. Based upon Stage III findings, this hypothesis must be rejected.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

Of the sixteen correlations examined, only one was significant and that was in the fourteen-year-old sample. This was between Parent/Child Interaction and SAI Authority and was .15.

Stage I data relating Parent/Child Interaction data to the SAI had only three out of thirty-two significant relationships in the predicted direction. Thus, the hypothesis was rejected at both age levels.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational Value "Follow Father."

Neither correlation was significant. In Stage I the relationship was just barely significant (.10) in the ten-year-old sample only. Thus, the hypothesis was rejected at both age levels. Apparently getting along with one's father does not necessarily result in a desire to follow in his career footsteps.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Of the seventy-two correlations examined, only two were significant in the predicted direction, both in the fourteen-year-old sample. These were (a) Self-Concept with Intellectual Stimulation (.16); and (b) Father Interaction with Variety (.15).

In Stage I, there were also only two significant relationships, one at age ten and one at age fourteen.

On the basis of the data from both studies, the hypothesis was rejected. There is, apparently, no relationship between preferred work values and the nature of the interaction of the child with his parents.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of the sixty-four correlations examined, only two were significant, one at age ten and the other at age fourteen. Significant at age ten was the relationship between Mother Interaction and Security. Significant at age fourteen was the relationship between Father Interaction and Prestige. Both correlations were -.14.

In Stage I, there was only one correlation which was significant in the predicted direction, and this was very small and in the fourteen-year-old sample.

Thus, this hypothesis was rejected, as was the hypothesis concerning the Intrinsic values.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

Neither correlation was significant. In Stage I also, this relationship was not significant at either age level. Thus, the hypothesis was rejected at both age levels.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

Of the one hundred and sixty correlations examined, only five were significant in the predicted direction (and one in the direction opposite from that predicted). These relationships were: (a) Self-Concept with Independence versus Interdependence and the Views of Life Total score; (b) Parent/Child Interaction with Self-initiation versus Other Initiation; and (c) Mother Interaction with Self-Initiation versus Other Initiation and Positive versus Negative Self-Concept.

The correlations ranged between .14 and .17. The highest (.17) was between Parent/Child Interaction and Self-Initiation versus Other Initiation.

The views of Life was not administered in Stage I. Based upon the Stage III findings, the hypothesis must be rejected.

PREDICTOR-CRITERION RELATIONSHIPS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

Of the one hundred and ninety-two correlations examined (excluding those with the Intrinsic Total score), there were eighteen significant in the predicted direction. (There were also nine significant in the direction opposite of that predicted.)

Of these correlations, nine were significant in the ten-year-old sample and nine in the fourteen-year-old sample. There were two correlations (one pair) which were significant in both age samples. These were between Independence and Reading Achievement. Significant at age ten only were the following relationships: (a) Altruism with Reading Achievement and GPA; (b) Esthetics with BRS Self-Assertion and Anxiety; (c) Self-Satisfaction with GPA, and BRS Task Achievement and Authority; and (d) Variety with BRS Self-Assertion. Significant at age fourteen only were the following relationships: (a) Altruism with BRS Authority and Aggression; (b) Independence with Mathematics Achievement and BRS Anxiety; and (c) Management with BRS Interpersonal Relations, Self-Assertion, Solver, and Anxiety. Of the twenty-four correlations with the Total Intrinsic score, only two were significant.

The correlations ranged between .14 and .22. The highest was between Management and BRS Solver at age fourteen.

In Stage I, only fifteen out of seventy-two correlations were significant in the predicted direction. The Stage I correlations only

involved the Achievement measures and the BRS Summary score; thus there were fewer correlations examined.

Based on the findings of these two studies, there was insufficient evidence for the support of the hypothesis. There was no age trend apparent in either study. Also, there was no indication that the Achievement measures or the BRS scores were predicted more accurately by the Intrinsic Occupational Values, as approximately the same proportion of significant correlations were observed in each type of criterion measure.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

Of the one hundred and sixty-eight correlations examined (excluding those with the Extrinsic Total score), there were fifteen significant correlations in the predicted direction. (Five were significant in the opposite direction from that predicted.) Of these, eight were significant at age ten and seven at age fourteen. There were eight correlations (four pairs) which were significant in both age samples. They were: (a) Security with BRS Interpersonal Relations, Self-Assertion, and Anxiety; and (b) Surroundings with Reading Achievement. Significant at age ten only were the following relationships: (a) Success with BRS Self-Assertion, and (b) Economic Returns with Reading Achievement, GPA, and BRS Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Security with BRS Solver; (b) Prestige with Reading Achievement; and (c) Surroundings with Mathematics Achievement.

Of the twenty-four correlations of the Criterion measures with the Extrinsic Total score, only two were significant in the predicted direction, both at age ten.

The correlations ranged between -.14 and -.24. The highest were between Security and BRS Anxiety (-.24, -.21).

In Stage I, only eleven out of fifty-six correlations were significant. Considering the results of both studies, the hypothesis must be rejected at both age levels.

Hypothesis 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

Of the seventy-two correlations examined, forty-two were significant, all in the predicted direction. Of these, fourteen were significant in the ten-year-old sample and twenty-eight in the fourteen-year-old sample.

Twenty-six correlations (or thirteen pairs) were significant in both age samples. These were: (a) Occupational Aspiration with Reading Achievement; (b) Occupational Expectation with Mathematics Achievement, Reading Achievement, and GPA; and (c) Educational Aspiration with all three Achievement measures, and BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Aggression. Significant at age ten only was the relationship between Educational Aspiration and BRS Anxiety. Significant at age fourteen only were the relationships of: (a) Occupational Aspiration with Mathematics Achievement, GPA, BRS Task Achievement, Authority, Implementation, Initiation, and Solver; (b) Occupational Expectation with BRS Task Achievement, Authority, Implementation, Self-Assertion, Initiation, and Solver; and (c) Educational Aspiration with BRS Interpersonal Relations and Self-Assertion.

The correlations ranged between -.14 and -.39. The highest was between Educational Aspiration and GPA at age fourteen.

Several further observations should be noted. First there was a very large age difference in the number of significant correlations, favoring the fourteen-year-old sample. In fact, out of thirty-six fourteen-year-old correlations, twenty-eight were significant. Second, the best predictor of the Criterion measures was Educational Aspiration, where out of twenty-four possible correlations, twenty-one were significant. And, finally, the Educational and Occupational measures predicted the Achievement criteria more consistently than they predicted the BRS results.

In Stage I, there was complete support for the hypothesis where the Achievement criteria were concerned (in both age groups), but little support where the BRS Summary score was involved.

In summary, it may generally be said that the hypothesis was verified. There was much greater support for the hypothesis at age fourteen; Educational Aspiration was the best predictor of the Criterion measures; and the Occupational Interest Inventory measures predicted the Achievement measures more accurately than they did the BRS scores.

Hypothesis 69: There will be negative relationships between the Occupational Interest discrepancy scores and the Criterion measures.

Of the forty-eight correlations examined, only one was significant in the predicted direction. (Three were significant in the direction opposite from that predicted.) The one difference was between the discrepancy of Father's Occupation/Child's Aspiration and BRS Iniation (.15) in the fourteen-year-old sample.

None of the Stage I results were significant in the predicted direction.

Considering both studies together, the hypothesis must be rejected at both age levels.

Hypothesis 70: There will be a positive relationship between the SAI "Good Coping" measures and the Criterion measures.

Of the one hundred and twenty correlations examined (excluding the SAI Total Score), thirty-six were significant in the predicted direction. Of these, nineteen were significant in the ten-year-old sample and seventeen in the fourteen-year-old sample. There were twenty-two correlations (eleven pairs) which were significant at both age levels. These were: (a) SAI Task Achievement with Reading Achievement, GPA, and BRS Initiation; (b) SAI Aggression with BRS Implementation and Initiation; and (c) SAI Interpersonal Relations with Mathematics Achievement, Reading Achievement, GPA, BRS Authority, Implementation, and Aggression. Significant at age ten only were the following relationships: (a) SAI Task Achievement with BRS Implementation; (b) SAI Aggression with BRS Authority, Interpersonal Relations, Solver, and Aggression; (c) SAI Interpersonal Relations with BRS Interpersonal Relations; and (d) SAI Anxiety with Reading Achievement and BRS Task Achievement. Significant at age fourteen only were the following relationships: (a) SAI Authority with BRS Authority and Initiation; (b) SAI Aggression with GPA and BRS Task Achievement; and (c) SAI Interpersonal Relations with BRS Task Achievement and Initiation.

The correlations ranged between .14 and .28. The highest was between SAI Interpersonal Relations and BRS Aggression in the fourteen-year-old sample.

Of the twenty-four correlations of the Criterion measures with the SAI Summary scores, sixteen were significant in the predicted direction. (BRS Anxiety was consistently negatively correlation with various SAI scales.)

The best predictor of the Criterion measures was SAI Interpersonal Relations where fifteen out of twenty-four correlations were significant. This was followed by SAI Aggression (ten significant correlations).

The Criterion measures which were best predicted by the SAI were BRS Initiation (six significant correlations), followed by Reading Achievement, GPA, and BRS Implementation (five significant correlations).

The Stage I data could not be used as supporting evidence since the scales were entirely different.

In summary, there was moderate support for the hypothesis in both age groups. The SAI best predicted the two BRS items of Initiation and

Implementation plus Reading Achievement and GPA. The best predictors of the Criterion measures in general were the SAI Total score, followed by SAI Interpersonal Relations and Aggression.

Hypothesis 71: There will be a positive relationship between the Views of Life Active response measures and the Criterion measures.

Of the two hundred and twenty-eight correlations examined (all in the fourteen-year-old sample), forty-eight were significant in the predicted direction. (There were eighteen significant in the opposite direction from that predicted. The following relationships were significant in the predicted direction: (a) Locus of Control with all Achievement measures, BRS Task Achievement, Implementation, Initiation, and Solver; (b) Independence versus Interdependence with all Achievement measures, BRS Task Achievement, Implementation, Initiation, and Solver; (c) Earned versus Bestowed Status with all Achievement measures, BRS Task Achievement, Authority, Interpersonal Relations, Implementation, Initiation, Solver, and Aggression; (d) Confrontation versus Avoidance with Reading Achievement, BRS Authority, Implementation, and Aggression; (e) Self-Solver versus Other Solver with Reading Achievement; (f) Instrumentality versus Fantasy with Mathematics Achievement, GPA, BRS Task Achievement, Authority, Implementation, Initiation, Solver, and Aggression; (g) Activity versus Passivity under Stress with all Achievement measures and BRS Solver; and (h) Views of Life with all Achievement measures, BRS Task Achievement, Implementation, Initiation, and Solver.

The correlations ranged between .14 and .36. The highest (.36) was between Earned versus Bestowed Status and Reading Achievement, followed by that between Locus of Control and GPA (.32).

Of the twelve correlations with the Total Score, only two were significant, those involving Mathematics and Reading Achievement.

This instrument was not administered in Stage I.

In summary, one must conclude that while the total instrument was not a particularly good predictor of the Criterion measures, there were scales within the instrument that were quite good predictors (just as there were some that were fairly good predictors in the negative direction). It was undoubtably the presence of the sets of negative correlations that resulted in so few significant correlations with the Total Score. The best predictors of the Criterion measures in general were the following Views of Life scales: Locus of Control, Independence versus Interdependence, Earned versus Bestowed Status, Instrumentality versus Fantasy, and Views of Life. To a lesser extent, Confrontation versus Avoidance and Activity versus Passivity under Stress predicted the Criterion measures fairly well. The highest negative predictor was Academic Locus of Control.

Hypotheses 72 - 75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the various areas of behavior.

Stance

Of the one hundred and twenty correlations examined (excluding Stance Total score), thirty were significant in the predicted direction. (There were nine significant in the direction opposite from that predicted.) Of these, fourteen were significant in the ten-year-old sample and sixteen in the fourteen-year-old sample. Of these, there were eight correlations (four pairs) which were significant in both age groups. These were: (a) Authority Stance with BRS Solver; (b) Interpersonal Relations Stance with GPA; and (c) Task Achievement Stance with Reading Achievement and GPA. Significant at age ten only were the following relationships: (a) Aggression Stance with BRS Task Achievement, Authority, Implementation, and Aggression; (b) Authority Stance with Reading Achievement; and (c) Task Achievement Stance with BRS Task Achievement, Interpersonal Relations, Implementation, Initiation, and Solver. Significant at age fourteen only were the following relationships: (a) Authority Stance with Mathematics Achievement, GPA, BRS Authority, Interpersonal Relations, and Aggression; and (b) Interpersonal Relations Stance with Mathematics Achievement, Reading Achievement, BRS Task Achievement, Authority, Implementation, Initiation, and Aggression.

The correlations ranged between .14 and .27. The highest was between Interpersonal Relations Stance and GPA at age fourteen.

Of the twenty-four correlations of the Criterion measures with the Total Stance score, thirteen were significant, all in the predicted direction.

Noteworthy is the fact that three of the five individual Stance scales were responsible for twenty-six of the thirty correlations. These were Interpersonal Relations and Task Achievement (nine correlations each) and Authority (eight correlations).

The Anxiety scale was not significantly correlated with the Criterion measures, and eight of the significant negative correlations were in the Aggression area.

In Stage I, fourteen out of forty correlations were significant in the predicted direction, about the same proportion as were significant in Stage III. Interpersonal Relations and Authority were the best predictors in Stage I, with Anxiety being the poorest. Also noteworthy is the fact that, in Stage III, Task Achievement Stance was the best predictor at age ten, while Interpersonal Relations Stance was the best predictor by age fourteen.

In conclusion, while only very tentative support can be given to the hypothesis as a whole, certain scales were better predictors of the Criterion measures than other scales. Both studies indicated that Authority and Interpersonal Relations were good predictors, while Stage III data indicated that Task Achievement Stance was also a good predictor in the ten-year-old sample. At age ten Aggression Stance was positively correlated with the Criterion measures, but negatively correlated in the fourteen-year-old sample, based upon Stage III findings.

Engagement

Of the one hundred and twenty correlations examined (excluding the Engagement Total score), twenty were significant in the predicted direction. Of these, nine were significant in the ten-year-old group and eleven in the fourteen-year-old group.

There were only two correlations (one pair) which were significant in both age samples. These were between Interpersonal Relations Engagement and BRS Task Achievement. Significant at age ten only were the following relationships: (a) Aggression Engagement with BRS Authority Implementation and Aggression; and (b) Task Achievement Engagement with Reading Achievement, BRS Task Achievement, Implementation, Initiation, and Solver. Significant at age fourteen only were the following relationships: (a) Authority Engagement with Mathematics Achievement and GPA; (b) Interpersonal Relations Engagement with all Achievement measures, BRS Authority, Implementation, Initiation, and Aggression; and (c) Task Achievement Engagement with GPA.

The correlations ranged between .14 and .30. The highest (.30) was between Interpersonal Relations Engagement and GPA at age fourteen.

Of the twenty-four correlations of the Criterion measures with the Engagement Total score, twelve were significant in the predicted direction. (Two were significant in the direction opposite from that predicted -- those with BRS Self-Assertion and Anxiety.)

In Stage I, only two of forty correlations with the Criterion measures were significant. The poor Stage I findings combined with the Stage III findings lead one to conclude that there was insufficient evidence for support of the total hypothesis. Stage III data, however, did suggest that there was some support for the hypothesis in the Task Achievement area (at age ten) and the Interpersonal Relations area (at age fourteen).

Aid/Advice

Of the one hundred and twenty correlations examined (excluding the Total Aid/Advice score), thirty-two were significant in the predicted direction. Of these, sixteen were significant at age ten and sixteen

at age fourteen. There were eight correlations (four pairs) which were significant at both age levels. There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Authority Aid/Advice with BRS Implementation and Aggression; and (b) Task Achievement Aid/Advice with Reading Achievement and GPA. Significant at age ten only were the following relationships: (a) Aggression Aid/Advice with Mathematics Achievement, BRS Authority, Implementation, and Aggression; and (b) Task Achievement Aid/Advice with Mathematics Achievement, BRS Task Achievement, Authority, Implementation, Self-Assertion, Initiation, Solver, and Aggression. Significant at age fourteen only were the following relationships: (a) Authority Aid/Advice with Mathematics Achievement, GPA, BRS Task Achievement, and Initiation; and (b) Interpersonal Relations Aid/Advice with all Achievement measures, BRS Task Achievement, Authority, Implementation, Initiation; and Aggression.

The correlations ranged between .14 and .32. The highest correlations were: (a) between Task Achievement Aid/Advice and Reading Achievement (.32) at age ten, and (b) between Interpersonal Relations Aid/Advice and GPA (.31) at age fourteen.

Aid/Advice was not measured in the Stage I Sentence Completion instrument.

Of the twenty-four correlations with the Total Score, eighteen were significant in the predicted direction.

In conclusion, based upon findings from both studies, total support for the hypothesis regarding Aid/Advice was not present. Stage I data would lead one to totally reject the hypothesis. Stage III data indicated that at age fourteen there was good support for the hypothesis in the Authority and Interpersonal Relations areas; and at age ten, good support in the Task Achievement area.

Coping Effectiveness

Of the one hundred and twenty correlations examined (excluding the Total Scores), twenty-nine were significant in the predicted direction.

Fourteen of these correlations (or seven pairs) were significant in both age samples. These were: (a) Interpersonal Relations Coping with Reading Achievement, GPA, and BRS Aggression; and (b) Task Achievement Coping with Reading Achievement, GPA, BRS Task Achievement, and Initiation. Significant at age ten only were the following relationships: (a) Authority Coping with ReadingAchievement; (b) Interpersonal Relations Coping with BRS Interpersonal Relations; and (c) Task Achievement Coping with Mathematics Achievement, BRS Authority, Interpersonal Relations, Implementation, Self-Assertion, Solver, and Aggression.

The correlations ranged between .14 and .31. The highest (.31) was between Task Achievement Coping and Reading Achievement at age ten; followed by that between Interpersonal Relations Coping and GPA (.28) at age fourteen.

Of the twenty-four correlations with the Coping Effectiveness Total score, sixteen were significant in the predicted direction.

In Stage I, twenty-four out of forty-eight correlations were significant in the predicted direction. In that study, Interpersonal Relations and Authority were the best predictors of the Criterion measures.

In conclusion, as with other Sentence Completion scales, support for the complete hypothesis was not sufficient for verification. However, there was good support in the Interpersonal Relations area in both studies, in the Authority area for Stage I, and the Task Achievement area in Stage III. In the Task Achievement area, the support was especially strong in the ten-year-old sample.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Of the ninety-six correlations examined (excluding those with the Attitude Total score), twenty were significant in the predicted direction. Of these, six were in the ten-year-old age group and fourteen in the fourteen-year-old age group. (There were six correlations significant in the direction opposite from that predicted.)

Four of the correlations (or two pairs) were significant in both age groups. These were between Task Achievement Attitude and both BRS Interpersonal Relations and Solver. Significant at age ten only were the relationships of Task Achievement Attitude with BRS Task Achievement, Authority, Implementation, and Initiation. Significant at age fourteen only were the following relationships: (a) Attitude toward Authority with GPA, BRS Task Achievement, Implementation, Initiation, and Aggression; (b) Anxiety Attitude with Reading Achievement, GPA, and Initiation; and (c) Task Achievement Attitude with all three Achievement measures and BRS Self-Assertion.

The correlations ranged between .14 and .26. The highest were between Task Achievement Attitude and GPA (.26) at age fourteen, and between Task Achievement Attitude and Reading Achievement (.24) at age fourteen.

Of the twenty-four correlations with the Attitude Total score, only five were significant in the predicted direction, all of these being in the fourteen-year-old sample.

In Stage I, out of thirty-two correlations, fourteen were significant. In both studies, Task Achievement Attitude appeared to be the best predictor of the Criterion measures.

In summary, there was not much support evidence for the general hypothesis. In both studies, more support was present in the fourteen-year-old sample than in the ten-year-old sample. Also, in both studies, the Task Achievement area was the best predictor of the various Criterion measures.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

Of the one hundred and twenty correlations examined, only three were significant in the predicted direction, all three at age fourteen and in the Anxiety area.

There were four correlations significant in the direction opposite from that predicted. The three significant correlations were Positive Affect Anxiety with GPA, Self-Assertion, and BRS Anxiety.

In Stage I, twelve out of thirty-two correlations were significant in the predicted direction. This was a far greater proportion of significant differences than those found in Stage III. In Stage I also, more significant differences were in the fourteen-year-old sample.

Considering both studies together, one must reject the hypothesis at both age levels.

Hypotheses 78a - 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures.

Achievement Measures

Of the seventy-two correlations examined, nine were significant in the predicted direction. Of these, six were in the ten-year-old group and three in the fourteen-year-old group.

There were two correlations (one pair) significant in both age groups. These were between GPA and Total Hostile Affect. Significant at age ten only were the following relationships: (a) Mathematics Achievement with Aggression Depressive Affect; and (b) Reading Achievement with Authority Hostile Affect, Anxiety Depressive Affect, Interpersonal Relations Depressive Affect, and Total Depressive Affect. Significant at age fourteen only were the relationships of GPA with both Anxiety Hostile Affect and Aggression Hostile Affect.

The correlations ranged between -.14 and -.20. The highest was between GPA and Anxiety Hostile Affect in the fourteen-year-old sample.

In Stage I, six out of a possible forty correlations were significant in the predicted direction. These were evenly distributed between the two age samples.

In conclusion, the hypothesis must be rejected based upon both Stages I and III findings together. Apparently, the expression of affect of any variety as a response to the projective instruments is not related to the criterion (behavioral) measures.

Behavior Rating Scales

Of the two hundred and sixteen correlations examined, sixteen were significant in the predicted direction (but thirteen were significant in the direction opposite from that predicted). Of the sixteen significant in the predicted direction, three were significant at age ten and thirteen at age fourteen, indicating some sort of age difference.

There were two correlations (one pair) which were significant in both age groups. These were between BRS Implementation and Total Hostile Affect. Significant at age ten only were the following relationships: (a) between BRS Authority and Total Hostile Affect; and (b) between BRS Solver and Hostile Affect in the Anxiety area. Significant at age fourteen only were the following relationships: (a) BRS Task Achievement with Anxiety Hostile Affect and Total Hostile Affect; (b) BRS Authority with Anxiety Hostile Affect; (c) BRS Implementation with Aggression Hostile Affect and Anxiety Hostile Affect; (d) BRS Initiation with Aggression Hostile Affect, Anxiety Hostile Affect, and Total Hostile Affect; (e) BRS Aggression with Aggression Hostile Affect and Total Hostile Affect; and (f) BRS Anxiety with Interpersonal Relations Depressive Affect and Total Depressive Affect.

The correlations ranged between -.14 and -.23. The highest (-.23) was between BRS Aggression and Aggression Hostile Affect at age fourteen, followed by that of BRS Aggression with Total Hostile Affect (-.21) also at age fourteen.

In Stage I data, which utilized only the BRS Summary score, two out of a possible eighteen correlations were significant (with three significant in the direction opposite from that predicted).

The findings from the two studies together lead to the rejection of the above hypothesis for the BRS Criterion as well as the Achievement Criterion measures. Again, affect expressed in response to projective instruments is apparently not related, to any great extent, to peer ratings of children's overt behavior.

Hypotheses 79 - 88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions.

Stance

Of the one hundred and ninety-two correlations examined, none of the correlations examined were significant in the predicted direction in either age group, though there were seven correlations significant in the direction opposite from that predicted. The hypothesis for Story Completion Stance was not tested in Stage I.

This total lack of findings leads to the complete rejection of this hypothesis for Stance.

Engagement

Of the one hundred and ninety-two correlations examined, only three were significant in the predicted direction (with six being significant in the direction opposite from that predicted).

The three significant correlations were all in the ten-year-old sample and concerned the Aggression story. They were: Aggression with GPA (.14), BRS Authority (.14), and BRS Implementation (.15).

The significant negative correlations were random and did not appear to represent any trend.

In Stage I, of the seventy-two correlations, twenty-one were significant in the predicted direction; however, twenty of these were in the ten-year-old sample (twenty out of thirty-six).

Looking at the results of both studies together, there was no support whatsoever in the fourteen-year-old sample for the hypothesis concerning Engagement. The fair support found in Stage I for the ten-year-old sample was not present in Stage III results, so support even at age ten was quite speculative.

Initiation

Of the one hundred and ninety-two correlations examined, only nine were significant in the predicted direction (with five significant in the opposite direction).

Of these nine correlations, one was in the ten-year-old sample and eight were in the fourteen-year-old sample. There were two correlations (one pair) which were significant at both age levels. These were Story Four Anxiety with GPA. Significant at age fourteen only were the following relationships: (a) Story Four Anxiety with Mathematics and Reading Achievement and BRS Aggression; (b) Story Six

Anxiety with Reading Achievement; (c) Academic Task Achievement with BRS Authority and Initiation; and (d) Total Initiation with BRS Aggression.

The correlations ranged between .11 and .15.

In Stage I, there were twenty-two significant correlations of Story Completion Initiation with the Criterion measures. In Stage I, the relationship was stronger in the ten-year-old sample than at age fourteen. Considering the results of both studies simultaneously, one must reject the hypothesis partly because of the poor Stage III findings and partly because of the difference between the two studies concerning age trends.

Aid/Advice

Of the one hundred and ninety-two correlations examined, twelve were significant in the predicted direction (with six significant in the direction opposite of that predicted). Of these, none were significant in both age groups. There were five significant at age ten and seven at age fourteen. Significant at age ten only were the following relationships: (a) Aggression with Reading Achievement, GPA, and BRS Implementation; and (b) Nonacademic Task Achievement with GPA and BRS Initiation. Significant at age fourteen only were the following relationships: (a) Story Four Anxiety with BRS Anxiety; (c) Interpersonal Relations with ReadingAchievement; and (d) Total Aid/Advice with BRS Authority and Aggression.

The correlations ranged between .10 and .21. The highest (.21) was between Story Four Anxiety and BRS Aggression at age fourteen.

Aid/Advice was not measured in Stage I Story Completion. Based on the restuls of the Stage III study, the hypothesis must be rejected at both age levels.

Solver

Of the one hundred and ninety-two correlations examined, only six were significant, all in the predicted direction. Of these, five were significant in the ten-year-old sample and one in the fourteen-year-old sample. Significant at age ten only were the following relationships: (a) Authority with Reading Achievement; (b) Story Four Anxiety with Reading Achievement and BRS Self-Assertion; (c) Nonacademic Task Achievement with GPA; and (d) Total Solver with Reading Achievement. Significant at age fourteen only was the relationship between Academic Task Achievement and BRS Implementation.

The correlations ranged between .10 and .20. The highest was between Story Four Anxiety and BRS Self-Assertion in the ten-year-old sample.

Solver was not measured in Stage I. Based upon Stage III findings alone, the hypothesis must be rejected at both age levels.

Implementation

Of the one hundred and ninety-two correlations examined, nine were significant in the predicted direction. Of these, eight were significant in the ten-year-old sample and one in the fourteen-year-old sample.

The following relationships were significant at age ten only: (a) Aggression with all Achievement measures; (b) Story Six Anxiety with GPA; (c) Nonacademic Task Achievement with GPA and Initiation; and (d) Total Implementation with Reading Achievement and GPA. Significant at age fourteen only was the relationship between Story Six Anxiety and Mathematics Achievement.

The correlations ranged between .14 and .20. The highest was between Aggression and GPA in the ten-year-old sample.

In Stage I, of the sixty-four correlations involving Implementation and the Criterion measures, twenty-six were significant, all in the predicted direction. Of these, twenty were in the ten-year-old sample.

Considering the results of both studies together, the hypothesis must be totally rejected at age fourteen, but there was some slight support in the ten-year-old sample (good support in Stage I, but poor support in Stage III).

Outcome

Of the one hundred and ninety-two correlations examined, eleven were significant in the predicted direction (and five significant in the direction opposite from that predicted). Of these, two were significant in the ten-year-old sample and nine in the fourteen-year-old sample. There were no correlations significant in both age samples. Significant at age ten only were the following relationships: (a) Aggression with GPA; and (b) Authority with Reading Achievement. Significant at age fourteen only were the following relationships: (a) Authority with GPA, BRS Task Achievement, Implementation, and Initiation; (b) Academic Task Achievement with BRS Task Achievement, Implementation, and Initiation; and (c) Total Outcome with BRS Task Achievement and Initiation.

The correlations ranged between .14 and .16. The highest was between Authority and BRS Task Achievement in the fourteen-year-old sample.

Considering the above evidence, the hypothesis must be rejected, especially at age ten.

Evaluation of Outcome

Of the one hundred and ninety-two correlations examined, twenty-eight were significant in the predicted direction (and seven in the direction opposite from that predicted). Of these, twenty-one were in the ten-year-old sample and seven at age fourteen. There were no correlations significant in both age groups. Significant at age ten only were the following relationships: (a) Authority with Mathematics Achievement, GPA, BRS Task Achievement, Interpersonal Relations, Implementation, Self-Assertion, Initiation, and Solver; (b) Story Four Anxiety with Mathematics Achievement, BRS Self-Assertion, and Initiation; (c) Story Six Anxiety with BRS Task Achievement, Authority, Implementation, Initiation, and Solver; (d) Nonacademic Task Achievement with Reading Achievement; and (e) Total Evaluation of Outcome with Reading Achievement, GPA, BRS Implementation, and Initiation.

Significant at age fourteen only were the following relationships: Interpersonal Relations with Reading Achievement, GPA, BRS Task Achievement, Authority, Implementation, Initiation, and Aggression.

The correlations ranged between .14 and .22. The highest was between Story Six Anxiety and BRS Initiation in the ten-year-old sample. It is interesting to note that all significant fourteen-year-old correlations with the Criterion involved the Interpersonal Relations story, while the majority of significant ten-year-old correlations involved the Authority story and Stories Four and Six Anxiety. Also of interest was the fact that all correlations with the Academic Task Achievement story (seven) were negative.

The above remarks must be considered in any acceptance or rejection of the hypothesis for Evaluation of Outcome. This dimension was more highly related to the Criterion measures than any other Story Completion dimension thus far discussed. At age ten, twenty of ninety-six correlations were significant so there was meager support for the hypothesis at this age level, but only in the areas of Authority and Anxiety. Overall, the hypothesis must be rejected at age fourteen, though there was evidence in support of the hypothesis in the Interpersonal Relations area.

Coping Effectiveness

Of the one hundred and ninety-two correlations examined, seven were significant. Of these, five were in the ten-year-old sample and two in the fourteen-year-old sample. There were no correlations significant in both age groups. The following relationships were significant at age ten only: (a) Aggression Coping with GPA; (b) Story Four Anxiety Coping with Reading Achievement; (c) Nonacademic Task Achievement Coping with GPA; and (d) Total Coping with both Reading Achievement and GPA. Significant at age fourteen only were the following relationships: (a) Academic Task Achievement Coping with BRS Initiation; and (b) Total Coping with BRS Task Achievement.

The correlations ranged between .14 and .19. The highest was between Aggression Coping and GPA at age ten.

In Stage I, eighteen out of seventy-two correlations were significant in the predicted direction. Considering the results of both studies together, however, one must reject the hypothesis at both age levels.

Instrumentality

Of the one hundred and ninety-two correlations examined, twenty-three were significant in the predicted direction. Of these, thirteen were in the ten-year-old sample and ten in the fourteen-year-old sample.

There were eight correlations (four pairs) which were significant at both age levels. These were: (a) Nonacademic Task Achievement with Mathematics Achievement; and (b) the Total Instrumentality score with all Achievement measures. Significant at age ten only were the following relationships: (a) Aggression with GPA; (b) Story Four Anxiety with all Achievement measures, BRS Interpersonal Relations, Self-Assertion, and Solver; and (c) Nonacademic Task Achievement with GPA and BRS Aggression. Significant at age fourteen only were the following relationships: (a) Story Six Anxiety with Mathematics Achievement and BRS Authority; (b) Interpersonal Relations with BRS Interpersonal Relations and Self-Assertion; and (c) Academic Task Achievement with BRS Initiation and Anxiety.

The correlations ranged between .14 and .21. The highest (.21) was between the Total Instrumentality score and GPA at age ten, followed by the Total Score with Reading Achievement (.20) also at age ten.

In Stage I, for a similar but not identical dimension, Persistence, thirty-one out of seventy-two correlations with the Criterion measures were significant. The results of these two studies together gave moderate support to the hypothesis. Instrumentality was the best Stage III predictor of the Criterion measures thus far studied, though the results still were not impressive.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimensions.

Of the one hundred and ninety-two correlations examined, fifteen were significant in the predicted direction. Of these, seven were in the ten-year-old age group and eight were in the fourteen-year-old age group. There were two correlations (one pair) significant at both age levels. These were between Story Six Anxiety and BRS Implementation. Significant at age ten only were the following relationships: (a) Authority with Mathematics and Reading Achievement and BRS

Implementation; (b) Story Six Anxiety with Reading Achievement and BRS Initiation; and (c) Total Positive Affect with Mathematics Achievement. Significant at age fourteen only were the following relationships: (a) Story Six Anxiety with BRS Authority; (b) Interpersonal Relations with Reading Achievement, GPA, BRS Authority and Interpersonal Relations; and (c) Academic Task Achievement with Reading Achievement and BRS Authority.

The correlations ranged between .14 and .21. The highest (.21) was between Total Positive Affect and Mathematics Achievement at age ten. Affect was measured in a different manner in Stage I so direct comparisons could not be made. Based on Stage III data alone, the hypothesis should be rejected in both age groups.

Hypothesis 90: There will be a negative relationship between the Criterion measures and the Story Completion Negative Affect dimensions.

Of the one hundred and ninety-two correlations examined, twenty-eight were significant, all in the predicted direction. Of these, seven were significant in the ten-year-old sample and twenty-one in the fourteen-year-old sample. There were six correlations (three pairs) which were significant in both age groups. These were between Academic Task Achievement and BRS Authority, Implementation, and Initiation. Significant at age ten only were the following relationships: (a) Story Four Anxiety with Mathematics Achievement and BRS Anxiety; (b) Academic Task Achievement with BRS Task Achievement; and (c) Nonacademic Task Achievement with BRS Anxiety. Significant at age fourteen only were the following relationships: (a) Aggression with Reading Achievement, BRS Interpersonal Relations and Solver; (b) Authority with BRS Interpersonal Relations; (c) Story Six Anxiety with BRS Interpersonal Relations and Aggression; (d) Interpersonal Relations with Reading Achievement and GPA; (e) Academic Task Achievement with Mathematics and Reading Achievement, and BRS Solver; and (f) Total Negative Affect with Reading Achievement, GPA, BRS Authority, Interpersonal Relations, Implementation, Initiation, and Solver.

The correlations ranged between .11 and .21. The highest (.21) were between (a) Story Six Anxiety and BRS Interpersonal Relations and (b) Total Negative Affect and BRS Solver, both in the fourteen-year-old sample.

Direct comparisons with Stage I data could not be made. There was moderate support for the hypothesis in the fourteen-year-old sample but poor support in the ten-year-old sample. The best predictor of the Criterion measures was the Negative Affect from the Academic Task Achievement story, followed by the Total Negative Affect score.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion instrument and the Aptitude and Achievement measures.

Of the thirty-two correlations examined, thirteen were significant, all in the predicted direction. Of these, eleven were significant in the ten-year-old sample and two in the fourteen-year-old sample.

There were four correlations (two pairs) which were significant at both age levels. These were: (a) Self-Concept with GPA; and (b) Father Interaction with GPA. Significant at age ten only were the following relationships: (a) Self-Concept with Mathematics and Reading Achievement; (b) Parent/Child Interaction with Reading Achievement and GPA; (c) Mother Interaction with Reading Achievement and GPA; and (d) Father Interaction with Aptitude and with Mathematics and Reading Achievement.

The correlations ranged between .14 and .27. The highest (.27) was between Father Interaction and Mathematics Achievement in the ten-year-old sample. Grade Point Average was most frequently predicted by the Parent/Child Interaction items (six of eight times). The Father Interaction scale was most frequently correlated with the Aptitude and Achievement measures.

In Stage I, only two of the thirty-two correlations examined were significant in the predicted direction, while six were significant in the direction opposite from that predicted. It is difficult to explain this difference between the results of the two studies since all items being correlated were unchanged between Stages I and III.

In conclusion, while Stage III data gave strong support to the hypothesis at age ten, Stage I data gave no support to the hypothesis at the ten-year-old level, which causes one to be somewhat dubious regarding the Stage III findings. At the fourteen-year-old level the hypothesis must be rejected from the evidence of both studies.

Hypothesis 11C: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

Of the eight correlations examined, three were significant in the predicted direction. Two of these were in the ten-year-old sample and one in the fourteen-year-old sample. Significant at age ten only was the relationship of Peer BRS Authority with Self-Concept (.16) and Interaction with Father (.16). Significant at age fourteen only was the relationship between Peer BRS Authority and the Parent/Child Interaction score (.14).

In Stage I, none of the correlations with the Peer BRS Authority item were significant.

These findings together would lead to the rejection of the hypothesis at both age levels.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

Of the twenty-four correlations examined, nine were significant, all in the predicted direction. Of these, seven were significant at age ten, and two at age fourteen. There were four correlations (two pairs) which were significant at both age levels. These were: BRS Initiation with both Parent/Child Interaction and Interaction with Father. Significant at age ten only were the following relationships: (a) Self-Concept with BRS Initiation, Implementation, and Solver; (b) Mother Interaction with Initiation; and (c) Father Interaction with Implementation.

The correlations ranged between .14 and .19. The highest (.19) was between Father Interaction and BRS Initiation in the ten-year-old sample. BRS Initiation was the Coping Style most frequently significantly correlated with the Parent/Child Interaction items.

This hypothesis was not tested in Stage I. In summary, there was moderately good support for the hypothesis in the ten-year-old sample, but poor support in the fourteen-year-old sample where the hypothesis must be rejected.

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE		2 MATH		3 READING		4 G.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.42	.48	.49	.45	.44	.38
2	MATH	.42	.48			.48	.53	.48	.61
3	READING GRADE	.49	.45	.48	.53			.61	.63
4	POINT AVERAGE	.44	.38	.48	.61	.61	.63		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BRS 2 A - TA		6 BRS 3 AUTHORITY		7 BRS 4 IPR		8 BRS 5 IMPLEMENT.		9 BRS 6 SELF-ASSER		10 BRS 7 INITIATION		11 BRS 8 SOLVER		12 BPS 9 AGGRESSION		13 BRS 10 ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.32	.30	.31	.24	.22	.15	.35	.29	.17	.17	.31	.30	.34	.27	.23	.26	.15	
3	READING GRADE	.39	.34	.28	.27	.25	.18	.39	.34	.21		.37	.36	.40	.25	.29	.27	.22	
4	POINT AVERAGE	.46	.50	.40	.47	.29	.30	.47	.52	.17	.20	.44	.52	.39	.44	.31	.45		

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM			-.17	-.12						.28	.21	.12		-.14		
15	ESTHETICS	-.17						-.21		-.25							
16	INDEPENDENCE								-.23			-.30	-.22	-.15	-.15		
17	MANAGEMENT			-.21			-.23					-.16					
19	SELF-SATISFACTION		.28	-.25										-.29	-.25		
20	INTELLECTUAL STIMULATION	.21				-.30	-.22	-.16						.23	.26	.31	.54
21	CREATIVITY		-.14			-.15	-.15			-.29	-.25	.23	.26				
27	VARIETY											.31	.54				
29	TOTAL INTRINSIC	.42	.47	.34	.38			.21	.19		.27	.44	.53	.32	.38	.42	.48

HYPOTHESIS 4: There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS						.32	.17	.37	-.17	-.23		-.21		
22	SECURITY					-.20	-.25			.17	.31	-.16			-.16
23	PRESTIGE		.32	-.20	-.25			.39	.50	-.16	-.14	-.19	-.22	-.22	
24	ECONOMIC RETURNS	.17	.37			.39	.50					-.16			
25	SURROUNDINGS	-.17	-.23	.17	.31	-.16	-.14						.22		
26	ASSOCIATES FOLLOW		-.21	-.18		-.19	-.22	-.16			.22				
28	FATHER				-.16	-.22									
30	TOTAL EXTRINSIC	.42	.41	.17	.20	.44	.55	.55	.69	.23	.27		.19	.34	.38

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGERIAL		19 OCC. VAL. SELF-CULT.		20 OCC. VAL. INTELLIGENCE		21 OCC. VAL. CREATIVITY		22 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS	-.23	-.32	-.20	-.21				.14	-.14	-.23	-.23				-.25	-.20	-.43	-.41
22	SECURITY			-.23	-.16		-.18		-.22	.36	.26			-.25	-.22			-.17	-.20
23	PRESTIGE	-.35	-.51					-.17		-.31	-.37	-.36	-.28			-.15	-.34	-.44	-.55
24	ECONOMIC RETURNS	-.35	-.45	-.17	-.22					-.14	-.39	-.26	-.40		-.26	-.24	-.31	-.55	-.69
25	SURROUNDINGS					-.14			-.17	.22			-.26	-.29	-.25			-.23	-.27
26	ASSOCIATES		.24			.19	.10	-.16	-.21		.17		-.16	-.30	-.39		-.14		-.19
28	FOLLOW FATHER		-.21	-.20	-.18						-.15					-.18	-.20	-.34	-.38
30	TOTAL EXTRINSIC	-.42	-.47	-.34	-.38			-.21	-.19		-.27	-.44	-.53	-.32	-.38	-.42	-.48	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status level measures of the occupational aspiration, occupational expectation, and educational aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration, Occupational Expectation & Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. EXP.		36* OCC. INT. ED. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATION			.69	.74	.17	.32
32	OCCUPATIONAL EXPECTATION	.69	.74			.19	.34
36	EDUCATIONAL ASPIRATION	.17	.32	.19	.34		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	14
34	EXPECTATION ASPIRATION			.29	.28
35	OCCUPATION. ASPIRATION	.29	.28		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas.

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY	
	SAI	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			.40	.56	.37	.45	.35	.53	.25	.40
38	AUTHORITY	.40	.56			.46	.54	.53	.51	.22	.40
39	AGGRESSION	.37	.45	.46	.54			.54	.53	.27	.37
40	INTERPERSONAL RELATIONS	.35	.53	.53	.51	.54	.53			.21	.20
41	ANXIETY	.25	.40	.22	.40	.27	.37	.21	.20		
42	TOTAL SCORE	.58	.77	.75	.81	.82	.81	.81	.77	.49	.56

FIGURE 3

AUTHOR TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty sub-syndromes plus the total score.

INSTRUMENTS: Views of Life
VARIABLES: Views of Life

		43 V#1 14	44 V#1 14	45 V#1 14	46 V#1 14	47 V#1 14	48 V#1 14	49 V#1 14	50 V#1 14	51 V#1 14	52 V#1 14	53 V#1 14	54 V#1 14	55 V#1 14	56 V#1 14	58 V#1 14	59 V#1 14	60 V#1 14	61 V#1 14	62 V#1 14	63 V#1 14
43	LOCUS OF CONTROL ACADEMIC						.19		-.14		.16						-.18				.24
44	LOCUS OF CONT. ACTION -																				.24
45	INACTION IMMEDIATE -				.26						.15										.34
46	DELAYED RATE OF			.26							.18										.30
47	ACTION INTRINSIC -						-.17		.16			-.20									.16
48	EXTRINSIC TASK ACH.-	.19				-.17								-.14							.27
49	IPR COMPETITION-														.19						.29
50	CO-OPERATION INDEPENDENT	-.14				.16					-.16	-.14									
51	INTERDEPENDENT EARNED STATUS-																	.16		.21	.31
52	BESTOWED STATUS CONFRONT -	.16		.15	.18				-.16						-.19				-.16		.18
53	AVOID SELF-INITI.					-.20			-.14											.19	.21
54	OTHER INITI. SELF SOLVER -																		.17		.30
55	OTHER SOLVER SELF - JOINT						-.14											.16			.33
56	IMPLEMENTATION INSTRUMENT -							.19			-.19						.14				.24
58	FANTASY CONT./EXPRESS-																				.22
59	IVITY & ACCEPT. ACT./PASS.	-.18													.14						
60	UNDER STRESS POS./NEG.									.16				.16						.21	.22
61	SELF-CONCEPT VIEW OF										-.16		.17								.25
62	LIFE TOTAL									.21		.19						.21			.22
63	SCORE	.34	.24	.34	.30	.16	.27	.29		.31	.18	.21	.30	.33	.24	.22		.22	.25	.22	

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	14	83 STANCE AUTHORITY 10	14	92 STANCE ANXIETY 10	14	74 STANCE IPR 10	14	65 STANCE TASK ACH. 10	14
	STANCE										
100	AGGRESSION						.21		-.18		
83	AUTHORITY					.15	.18	.14	.28		
92	ANXIETY		.21	.15	.18						
74	INTERPERSONAL RELATIONS		-.18	.14	.28						.20
65	TASK ACHIEVEMENT								.20		
	TOTAL										
109	STANCE	.41	.28	.58	.66	.55	.56	.57	.64	.38	.46

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION 10	14	84 ENGAGEMENT AUTHORITY 10	14	93 ENGAGEMENT ANXIETY 10	14	75 ENGAGEMENT IPR 10	14	66 ENGAGEMENT TASK ACH. 10	14
	ENGAGEMENT										
101	AGGRESSION							.16			
84	AUTHORITY					.18			.16		
93	ANXIETY			.18							
75	INTERPERSONAL RELATIONS	.16			.16						.24
66	TASK ACHIEVEMENT								.24		
	TOTAL										
110	ENGAGEMENT	.49	.26	.33	.43	.34	.41	.42	.71	.36	.61

ADMIN TABLE 10 SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		95 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION				.16			.17			
76	AUTHORITY		.16				.15			.18	
95	ANXIETY				.15			.20		.15	
	INTERPERSONAL										
94	RELATIONS	.17				.20					
	TASK										
102	ACHIEVEMENT			.18		.15					
	TOTAL										
111	AID/ADVICE	.59	.56	.63	.70	.37	.42	.57	.40	.39	.22

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.20				.29			
86	AUTHORITY	.20							.28		.14
95	ANXIETY								.21	.15	
	INTERPERSONAL										
77	RELATIONS	.29			.28		.21				.34
	TASK										
68	ACHIEVEMENT				.14	.15			.34		
	TOTAL										
112	COPING EFF.	.53	.31	.52	.55	.49	.47	.59	.73	.54	.66

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.70	.67	.73	.69	.74	.71
	TOTAL								
110	ENGAGEMENT	.70	.67			.92	.93	.75	.79
	TOTAL								
111	AID/ADVICE	.73	.69	.92	.93			.76	.79
	TOTAL								
112	COPING EFF.	.74	.71	.75	.79	.76	.79		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY					.40	.33	.34	.29
91	ANXIETY					.14	.14	.17	.18
	INTERPERSONAL								
73	RELATIONS	.40	.33	.14	.14				
	TASK								
64	ACHIEVEMENT	.34	.29	.17	.18				
	TOTAL								
108	ATTITUDE	.80	.82	.37	.21	.69	.65	.61	.55

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST. AFF. AGGRESSION		87 HOST. AFF. AUTHORITY		96 HOST. AFF. ANXIETY		78 HOST. AFF. IPR		69 HOST. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.17		.15		.26		.12	-.14
87	AUTHORITY	.17						.19	.27	.25	
96	ANXIETY	.15						.20	.15		
	INTERPERSONAL										
78	RELATIONS	.26		.19	.27	.20	.15			.25	
	TASK										
69	ACHIEVEMENT	.12	-.14	.25				.25			
	TOTAL HOSTILE										
113	AFFECT	.62	.53	.65	.71	.46	.31	.70	.59	.45	

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE. AFF. AUTHORITY		97 DEPRE. AFF. ANXIETY		79 DEPRE. AFF. IPR		70 DEPRE. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS. AFF.										
105	AGGRESSION				.25	.16	.18	.20	.17		
88	AUTHORITY		.25			.23	.15	.21	.29	.15	
97	ANXIETY	.16	.18	.23	.15			.16	.22	.23	.14
	INTERPERSONAL										
79	RELATIONS	.20	.17	.21	.29	.16	.22				
	TASK										
70	ACHIEVEMENT			.15		.23	.14				
	TOTAL										
114	DEPRESSIVE	.35	.48	.73	.69	.68	.68	.56	.64	.38	.22

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.18	.14	.14	.15	.29	.17		-.19
89	AUTHORITY	.18	.14			.22	.19	.21	.37	.18	
98	ANXIETY	.14	.15	.22	.19			.14	.31	.23	
	INTERPERSONAL										
80	RELATIONS	.29	.17	.21	.37	.14	.31			.14	
	TASK										
71	ACHIEVEMENT		-.19	.18		.23		.14			
	TOTAL										
115	NEUTRAL AFF.	.55	.46	.70	.73	.58	.59	.64	.74	.42	.12

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY						.16				
99	ANXIETY				.16						
	INTERPERSONAL										
81	RELATIONS										
	TASK										
72	ACHIEVEMENT										
	TOTAL										
116	POS. AFFECT		.19	.27	.48	.88	.85	.39		.28	27

MATRIX TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.23	-.24		.15		

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE	.18	.19	-.26	-.21	-.31	-.43		.28
110	TOTAL ENGAGEMENT		-.16	-.41	-.40				.40
111	TOTAL AID/ADVICE			-.37	-.40	-.15		.14	.37
112	TOTAL COPING EFF.			-.63	-.63	-.33	-.33	29	.39

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	STORY 3 AGGRESSION														
177	STORY 5 AUTHORITY														
163	STORY 4 ANXIETY														
191	STORY 6 ANXIETY												.18		
135	STORY 2 IPR														
121	STORY 1 ACAD.TASK ACH.								18					.16	
205	STORY 7 NA - TASK ACH.							.13				.16			
219	TOTAL STANCE	.38	.47	.46	.49		.37	.59	.63		.17	.50	.44	.45	.43

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	STORY 3 AGGRESSION								.22		.20				
178	STORY 5 AUTHORITY					.20			.19						.18
164	STORY 4 ANXIETY			.20							.21			.26	
192	STORY 6 ANXIETY		.22		.19									.16	.14
136	STORY 2 IPR		.20				.21								
122	STORY 1 ACAD.TASK ACH.														
206	STORY 7 NA - TASK ACH.				.18	.26		.16	.14						
220	TOTAL ENGAGEMENT	.54	.58	.46	.44	.38	.28	.48	.60	.20	.47	.53	.48	.43	.39

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION								.26		.15				
	STORY 5														
179	AUTHORITY					.19									
	STORY 4														
165	ANXIETY			.19				.15			.15			.23	
	STORY 6														
193	ANXIETY		.26			.15						.20			
	STORY 2														
137	IPR		.15				.15								
	STORY 1														
123	ACAD.TASK ACH.							.20							
	STORY 7														
207	NA - TASK ACH.					.23									
	TOTAL														
221	INITIATION	.55	.62	.43	.42	.41	.32	.54	.56	.25	.43	.56	.45	.42	.34

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION								.19		.21				
	STORY 5														
180	AUTHORITY													-.17	-.15
	STORY 4														
166	ANXIETY													.16	
	STORY 6														
194	ANXIETY		.19								.19				.15
	STORY 2														
138	IPR		.21						.19						
	STORY 1														
124	ACAD.TASK ACH.														
	STORY 7														
208	NA - TASK ACH.			-.17	-.15	.16			.15						
	TOTAL														
222	AID/ADVICE	.52	.63	.25	.27	.38	.25	.49	.49	.28	.47	.56	.51	.32	.35

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and withthe Total scores for Coping Style and Coping Effectiveress.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
153	AGGRESSION								.21		.22	.11			.16
	STORY 5														
181	AUTHORITY					.24			.15		.16				
	STORY 4														
167	ANXIETY			.24								.18		.22	.16
	STORY 6														
195	ANXIETY		.21		.15					.17	.15	.16		.23	.19
	STORY 2														
139	IPR		.22		.16			.17	.16			.21		.14	.24
	STORY 1														
125	ACAD.TASK ACH.					.18		.16		.21				.20	
	STORY 7														
209	NA - TASK ACH.		.16			.22	.16	.23	.19	.14	.24	.20			
	TOTAL														
223	SOLVER	.44	.50	.40	.42	.54	.42	.53	.56	.47	.52	.60	.39	.53	.49

TABLE 3

RELATIONSHIPS OF [illegible] - STAGE III

INSTRUMENTS: Story Completion
VARIABLES: Implementation

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the total scores for Coping Style and Coping Effectiveness.

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION			.14		.16		.28			.19	.15			.15
	STORY 5														
182	AUTHORITY	.14								.14		.16			
	STORY 4														
168	ANXIETY	.16							.15			.21			
	STORY 6														
196	ANXIETY	.28					.15			.32	.19	.22		.14	.23
	STORY 2														
140	IPR		.19	.14				.32	.19			.23			.19
	STORY 1														
126	ACAD.TASK ACH.	.15		.16		.21		.22		.23				.22	
	STORY 7														
210	NA - TASK ACH.		.15					.14	.23		.19	.22			
	TOTAL														
224	IMPLEMENTATION	.51	.45	.50	.49	.44	.44	.58	.58	.50	.45	.66	.41	.40	.44

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION			.16		.20	.14	.25	.20		.18				.17
	STORY 5														
183	AUTHORITY	.16					.16	.20			.14	.28			.21
	STORY 4														
169	ANXIETY	.20	.14		.16			.26						.18	
	STORY 6														
197	ANXIETY	.25	.20	.20		.26							.15		
	STORY 2														
141	IPR		.18		.14										.23
	STORY 1														
127	ACAD.TASK ACH.			.28					.15					.22	
	STORY 7														
211	NA - TASK ACH.		.17		.21	.18					.23	.22			
	TOTAL														
225	OUTCOME	.50	.58	.56	.51	.54	.43	.54	.49	.45	.52	.57	.42	.49	.48

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
156	AGGRESSION				.18	.18				.19	.16	.19		.22	
	STORY 5														
184	AUTHORITY		.18			.27	.17		.20	.20	.27		.20	.16	
	STORY 4														
170	ANXIETY	.18		.27	.17			.15				.24			
	STORY 6														
198	ANXIETY				.20	.15				.15				.17	.15
	STORY 2														
142	IPR	.19	.16	.20	.27			.15				.18		.17	
	STORY 1														
128	ACAD.TASK ACH.	.19			.20	.24				.18					
	STORY 7														
212	NA - TASK ACH.	.22		.16				.17	.15	.17					
	TOTAL EVAL.														
226	OF OUTCOME	.54	.50	.55	.65	.54	.48	.49	.48	.54	.53	.51	.48	.52	.39

AUSTIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION				.16	.18	.18	.20	.29		.26				.21
	STORY 5														
185	AUTHORITY		.16			.29		.17	.27		.24	.19			
	STORY 4														
171	ANXIETY	.18	.18	.29				.16		.18	.15	.18		.22	
	STORY 6														
199	ANXIETY	.20	.29	.17	.27	.16				.27	.25	.25	.15	.21	.24
	STORY 2														
143	IPR	.10	.28		.24	.18	.15	.27	.25			.21		.19	.27
	STORY 1														
129	ACAD. TASK ACH.			.19		.18		.25	.15	.21				.22	
	STORY 7														
213	NA - TASK ACH.		.21			.22		.21	.24	.19	.27	.22			
	TOTAL														
227	COPING EFF.	.53	.62	.50	.51	.52	.35	.61	.65	.47	.54	.64	.42	.51	.50

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION								.19						
	STORY 5														
190	AUTHORITY					.25	.19	.22	.28			.18		.22	.24
	STORY 4														
176	ANXIETY			.25	.19					.17	.14			.26	
	STORY 6														
204	ANXIETY		.19	.22	.28							.28		.26	.16
	STORY 2														
148	IPR					.17	.14								
	STORY 1														
134	ACAD. TASK ACH.			.18				.28							
	STORY 7														
218	NA - TASK ACH.			.22	.24	.26		.26	.16						
	TOTAL														
232	INSTRUMENTALITY	.39	.41	.63	.62	.52	.45	.63	.62	.35	.36	.42	.34	.60	.56

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.58	.51	.57	.61	.40	.37	.36	.40	.36	.40
	TOTAL												
220	ENGAGEMENT	.58	.51			.86	.88	.72	.71	.52	.61	.57	.59
	TOTAL												
221	INITIATION	.57	.61	.86	88			.75	.72	.58	.67	.61	.62
	TOTAL												
222	AID/ADVICE	.40	.37	.72	.71	.75	.72			.70	.72	.66	.63
	TOTAL												
223	SOLVER	.36	.40	.52	.61	.58	.67	.70	.72			.83	.79
	TOTAL												
224	IMPLEMENTATION	.36	.40	.57	.59	.61	.62	.66	.63	.83	.79		
	TOTAL												
225	OUTCOME	.33	.43	.41	.43	.40	.47	.44	.41	.65	.69	.71	.67
	TOTAL EVAL.												
226	OF OUTCOME	.34	.34	.41	.32	.38	.26	.40	.30	.43	.36	.54	.43
	TOTAL												
227	COPING EFFECT.	.54	.62	.77	.79	.80	.85	.78	.75	.85	.83	.89	.86
	TOTAL RESPONSE												
228	LENGTH		.21										
	TOTAL												
232	INSTRUMENTALITY	.37	.58	.60	.67	.60	.71	.42	.47	.47	.50	.58	.64

FIGURE 4

ALL-IN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OF OUTCOME		226 COP. EFF. EVAL. OUTC.		227 COP. EFF. COP. EFF.		228 COP. EFF. MEANINGFUL		232 COP. EFF. INSTRUMENT	
		10	14	10	14	10	14	10	14	10	14
	TOTAL										
225	OUTCOME			.60	.62	.79	.78		.15	.39	.46
	TOTAL EVAL.										
226	OF OUTCOME	.60	.62			.66	.60	.11	.15	.41	.37
	TOTAL										
227	COP.EFFECT.	.79	.78	.66	.60				.17	.68	.76
	TOTAL MEANING										
228	LFULTH		.15		.15		.17			.43	.36
	TOTAL										
232	INSTRUMENTALITY	.39	.46	.41	.37	.68	.76	.43	.36		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
158	AGGRESSION			.69	.55	.65	.59	.67	.46	.66	.61	.65	.49	.63	.57
	STORY 5														
186	AUTHORITY	.69	.55			.74	.67	.64	59	.64	.62	68	.52	.o7	.59
	STORY 4														
172	ANXIETY	.65	.59	.74	.67			.66	.57	.63	.66	.64	.60	.61	.61
	STORY 6														
200	ANXIETY	.67	.46	.64	.59	.66	.57			.59	.57	.56	.41	.63	.54
	STORY 2														
144	IPR	.66	.61	.64	.62	.63	.66	.59	.57			.68	.62	.53	.55
	STORY 1														
130	ACAD.TASK ACH.	.66	.49	.68	.52	.64	.60	.56	41	.68	.62			.54	.50
	STORY 7														
214	NA - TASK ACH.	.63	.57	.67	.59	.61	.61	.63	.54	.53	.55	.54	.50		
	TOTAL LENGTH														
228	OF RESPONSE	.85	.77	.87	.82	.85	.85	.81	.76	.81	.84	.83	.75	.79	.80

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3									.22			.17	.25	
159	AGGRESSION														
	STORY 5					.34	.23	.15	.33						.15
187	AUTHORITY														
	STORY 4			.34	.23			.22				.21		.14	.17
173	ANXIETY														
	STORY 6			.15	.33	.22						.24		.24	.14
201	ANXIETY														
	STORY 2											.18	.25		
145	IPR	.22													
	STORY 1														
131	ACAD.TASK ACH.		.17			.21		.24		.18	.25				
	STORY 7														
215	NA - TASK ACH.	.25			.15	.14	.17	.24	.14						
	TOTAL														
229	POSITIVE AFF.	.43	.31	.53	.57	.41	.40	.56	.51	.50	.58	.46	.44	.59	.53

FIGURE 3

AUSTIN TABLE OF SIGNIFICANT CORRELATIONS - CASE III

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
160	AGGRESSION					.17			.15		.17			.15	.14
	STORY 5														
188	AUTHORITY							.19		.15		.18		.24	.29
	STORY 4														
174	ANXIETY	.17							.29	.21				.37	.30
	STORY 6														
202	ANXIETY		.15	.19			.29			.16				.26	.25
	STORY 2														
146	IPR		.17	.15		.21		.16					.25	.16	
	STORY 1														
132	ACAD.TASK ACH.			.18							.25			.17	
	STORY 7														
216	NA - TASK ACH.	.15	.14	.24	.29	.37	.30	.26	.25	.16		.17			
	TOTAL NEGATIVE														
230	AFFECT HERO	.50	.47	.55	.48	.59	.58	.51	.57	.51	.46	.43	.40	.61	.59

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION		189 Story 5 AUTHORITY		175 Story 4 ANXIETY		203 Story 6 ANXIETY		147 STORY 2 IPR		133 Story 1 A - TA		217 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
161	AGGRESSION			.21	.16		.17	.21		.15	.23	.17			.16
	STORY 5														
189	AUTHORITY	.21	.16			32	.18	.42	.29	.30	.15	.31	.23	.55	.22
	STORY 4														
175	ANXIETY		.17	.32	.18			.18	.28	.19	.15	.20		.36	.34
	STORY 6														
203	ANXIETY	.21		.42	.29	.18	.28			.39	.19	.29		.30	.31
	STORY 2														
147	IPR	.15	.23	.30	.15	.19	.15	.39	.19			.30	.21	.33	.26
	STORY 1														
133	ACAD.TASK ACH.	.17		.31	.23	.20		.29		.30	.21			.36	
	STORY 7														
217	NA - TASK ACH.		.16	.55	.22	.36	.34	.30	.31	.33	.26	.36			
	TOTAL AFFECT														
231	HERO & OTHERS	.47	.50	.72	.56	.56	.59	.66	.63	.64	.60	.57	.42	.68	.61

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total affect x Total Coping Style Measures

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL.OUTC.		227 TOTAL COP.EFF.		232 TOTAL INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL POSITIVE																				
229	AFFECT HERO									.14		.22	.15	.22	.30	.43	.36	.19	.21		
	TOTAL NEGATIVE																				
230	AFFECT HERO	-.30	-.21	-.30	-.27	-.30	-.23	-.18	-.26	-.26	-.38	-.23	-.29	-.24	-.14		-.15	-.30	-.30	-.19	-.21

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF.		143 Story 2 COP. EFF.		157 Story 3 COP. EFF.		171 Story 4 COP. EFF.		185 Story 5 COP. EFF.		199 Story 6 COP. EFF.		213 Story 7 COP. EFF.		227 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 1																
130	RES. LENGTH	-.20							.20		.23				.14		.13
	STORY 2																
144	RES. LENGTH	-.20					.16				.19				.18		.15
	STORY 3																
158	RES.LENGTH		-.14	.12				.13		.15	.19					.14	
	STORY 4																
172	RES. LENGTH						.14				.21						
	STORY 5																
186	RES. LENGTH						.22	.14			.18						
	STORY 6																
200	RES. LENGTH				.14		.17				.21		.16	.18		.14	.19
	STORY 7																
214	RES. LENGTH		-.13				.28			.14	.17			.25	.18		.16
	TOTAL RESPONSE																
228	LENGTH		-.13				.21	.12			.20			.15	.14		.17

FIGURE 3

AN FIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimensions and Cogn. Ill. Fitness measures in behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

INSTRUMENTS: Story and Sentence Completion
VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION 10	14	177 Story 5 AUTHORITY 10	14	163 Story 4 ANXIETY 10	14	191 Story 6 ANXIETY 10	14	135 Story 2 IPR 10	14	121 Story 1 A - TA 10	14	205 Story 7 NA - TA 10	14	219 TOTAL STANCE 10	14
	SENTENCE																
100	AGGRESSION																
83	AUTHORITY					-.17											
92	ANXIETY			-.15													
74	IPR						.25										
65	TASK ACH.						.17					.14					
	TOTAL																
109	STANCE						.21										

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION 10	14	178 Story 5 AUTHORITY 10	14	164 Story 4 ANXIETY 10	14	192 Story 6 ANXIETY 10	14	136 Story 2 IPR 10	14	122 Story 1 A - TA 10	14	206 Story 7 NA - TA 10	14	220 TOTAL ENGAGEMENT 10	14
	SENTENCE																
101	AGGRESSION	.14															
84	AUTHORITY							.19									
93	ANXIETY																
	INTERPERSONAL																
75	RELATIONS	.15							.16								.14
	TASK																
66	ACHIEVEMENT																
	TOTAL																
110	ENGAGEMENT	.16															

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION 10	14	179 Story 5 AUTHORITY 10	14	165 Story 4 ANXIETY 10	14	193 Story 6 ANXIETY 10	14	137 Story 2 IPR 10	14	123 Story 1 A - TA 10	14	207 Story 7 NA - TA 10	14	221 TOTAL AID/ADVICE 10	14
	SENTENCE																
102	AGGRESSION	.15															
85	AUTHORITY											-.14					
94	ANXIETY							.18						-.18			
	ACADEMIC																
67	TASK ACH.																
	TOTAL																
111	AID/ADVICE							.16	.14								.14

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION 10	14	185 Story 5 AUTHORITY 10	14	171 Story 4 ANXIETY 10	14	199 Story 6 ANXIETY 10	14	143 Story 2 IPR 10	14	129 Story 1 A - TA 10	14	213 Story 7 NA - TA 10	14	227 TOTAL COP. EFF. 10	14
	SENTENCE																
103	AGGRESSION	.15					-.15										
86	AUTHORITY		.14						.16								
95	ANXIETY																
	INTERPERSONAL																
77	RELATIONS				.17							.12			.18		.21
	TASK																
68	ACHIEVEMENT											-.10					
	TOTAL																
112	COPING EFF.	.19	.15												.14		.11

FIGURE 3

AUSTIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
	SENTENCE	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	POSITIVE AFFECT																
107	AGGRESSION																
	POSITIVE AFFECT																
90	AUTHORITY																
	POSITIVE AFFECT																
99	ANXIETY				-.21						.12						
	POSITIVE AFFECT																
81	IPR				.19												
	POSITIVE AFFECT																
72	TASK ACH.		.20										.30				.18
	TOTAL																
116	POSITIVE AFFECT				-.15						.12						

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION								-								
104	HOSTILE																
	AGGRESSION																
105	DEPRESSIVE						.18				.22						.17
	AUTHORITY																
87	HOSTILE										.14						
	AUTHORITY																
88	DEPRESSIVE											.14					
	ANXIETY																
96	HOSTILE									-.20							
	ANXIETY																
97	DEPRESSIVE													-.16			
	IPR																
78	HOSTILE																
	IPR																
79	DEPRESSIVE														.18		
	TASK ACH.																
69	HOSTILE							.14									
	TASK ACH.																
70	DEPRESSIVE				.22												
	TOTAL																
113	HOSTILE																
	TOTAL																
114	DEPRESSIVE														.14		

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 TOTAL NEG. AFFECT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	NEGATIVE AFF.																
107	AGGRESSION										.23						
	POSITIVE AFF.																
90	AUTHORITY																
	POSITIVE AFF.																
99	ANXIETY																
	POSITIVE AFF.																
81	IPR																
	POSITIVE AFF.																
72	TASK ACH.												.19				
	TOTAL																
116	POSITIVE AFF.																

TABLE 4

MULTIPLE TARGET AND SPECIFIC CORRELATIONS - STAGE III

HYPOTHESIS 44a: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		160 Story 3 AGGRESSION		188 Story 3 AUTHORITY		176 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		152 Story 1 A - IA		216 Story 2 NA - IA		230 TOTAL NEG. AFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE																
	AGGRESSION																
105	DEPRESSIVE		.18														
	AUTHORITY																
87	HOSTILE		.14								.19		.17				
	AUTHORITY																
88	DEPRESSIVE														.14		
	ANXIETY																
96	HOSTILE			.14													
	ANXIETY																
97	DEPRESSIVE	.17															
	IPR																
78	HOSTILE							-.11					.18				
	IPR																
79	DEPRESSIVE		.20										.14				.12
	TASK ACH.																
69	HOSTILE					.17		.17								.15	
	TASK ACH.																
70	DEPRESSIVE										.17		.18				
	TOTAL																
113	HOSTILE	.17															
	TOTAL																
114	DEPRESSIVE																

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE		66 TASK ACH. ENGAGEMENT		67 TASK ACH. AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
37	TASK ACH.	.27	.31	.19	.28		.26				.20		.22
	TOTAL												
42	SAI SCORE	.24	.31	.17	.29	.14	.22	.21	.19	.20	.31	.17	.31

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
40	IPR	.14	.22		.27		.28	.27	.19	.23	.22	.21	.25
	TOTAL												
42	SAI SCORE	.15	.22		.26		.29	.21	.19	.20	.31	.17	.31

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE		84 AUTHORITY ENGAGEMENT		85 AUTHORITY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
38	AUTHORITY	.15	.15		.14		.16	.18	.20		.29	.12	.27
	TOTAL												
42	SAI SCORE						.15	.21	.19	.20	.31	.17	.31

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		93 ANXIETY STANCE		93 ANXIETY ENGAGEMENT		94 ANXIETY AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
41	ANXIETY	-.19		-.18		-.22					.18		.17
	TOTAL												
42	SAI SCORE							.21	.19	.20	.31	.17	.31

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Aggression Coping Styles x SAI Good Coping measures

		100 ACCEPTANCE		101 ACCEPTANCE ENGAGEMENT		102 AGGRESSION AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
39	AGGRESSION			.22		.21				.22	.24	.17	.22
	TOTAL												
42	SAI SCORE		-.20			.14		.21	.19	.20	.31	.17	.31

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE				
122	ENGAGEMENT				
123	INITIATION				
124	AID/ADVICE				
125	SOLVER				
126	IMPLEMENTATION				
127	OUTCOME EVALUATION				
128	OF OUTCOME				
134	INSTRUMENTALITY				
	TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION			.16	
222	AID/ADVICE			.15	
223	SOLVER				
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION		.22	.17	.25
226	OF OUTCOME		.24		.23
232	INSTRUMENTALITY				

AUXILIARY TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI INTERPERSONAL RELATIONS		42 SAI TOT. SCORE	
		10	14	10	14
135	STANCE			.19	
136	ENGAGEMENT				
137	INITIATION				
138	AID/ADVICE				
139	SOLVER				
140	IMPLEMENTATION				
141	OUTCOME EVALUATION				
142	OF OUTCOME				
148	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION	.14		.16	
222	AID/ADIVCE			.15	
223	SOLVER	.15			
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION	.19	.15	.17	.25
226	OF OUTCOME		.16		.23
232	INSTRUMENTALITY	.14			

HYPOTHESIS 45c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION		42 SAI TOT. SCORE	
		10	14	10	14
149	AGGRESSION STANCE				
150	ENGAGEMENT	.21	.15	.20	.24
151	INITIATION	.17		.16	.22
152	AID/ADVICE			.15	.17
153	SOLVER	.15	.14	.14	.19
154	IMPLEMENTATION	.17	.14	.18	.18
155	OUTCOME EVALUATION		.16	.17	.23
156	OF OUTCOME		.15		.18
162	INSTRUMENTALITY TOTALS	.22	.16	.21	.22
219	STANCE	.20	.14	.11	
220	ENGAGEMENT	.17			
221	INITIATION	.19		.16	
222	AID/ADVICE			.15	
223	SOLVER				
224	IMPLEMENTATION				
225	OUTCOME EVALUATION		.20	.17	.25
226	OF OUTCOME		.14		.23
232	INSTRUMENTALITY				

ANOVA TABLES OF SIGNIFICANT CORRELATIONS - TIME III

HYPOTHESIS 45d: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 10	41 SAI ANXIETY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	ANXIETY STORY 4				
163	STANCE				
164	ENGAGEMENT				
165	INITIATION				
166	AID/ADVICE				
167	SOLVER				
168	IMPLEMENTATION				
169	OUTCOME EVALUATION				
170	OF OUTCOME				
176	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION			.16	
222	AID/ADVICE			.15	
223	SOLVER				
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION		.15	.17	.25
226	OF OUTCOME				.23
232	INSTRUMENTALITY				

HYPOTHESIS 45e: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI AUTHORITY 10	38 SAI AUTHORITY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	AUTHORITY				
177	STANCE				
178	ENGAGEMENT				
179	INITIATION				
180	AID/ADVICE				
181	SOLVER				
182	IMPLEMENTATION				
183	OUTCOME EVALUATION				
184	OF OUTCOME		.26		.23
190	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION	.14		.16	
222	AID/ADVICE	.16		.15	
223	SOLVER				
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION OF	.19	.24	.17	.25
226	OUTCOME		.20		.21
232	INSTRUMENTALITY				

FIGURE 5

AUSTIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 4la: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY STORY 6	10	14	10	14
191	STANCE				
192	ENGAGEMENT				
193	INITIATION			.14	
194	AID/ADVICE				
195	SOLVER				
196	IMPLEMENTATION				
197	OUTCOME EVALUATION				.18
198	OF OUTCOME		.17		.15
204	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION			.16	
222	AID/ADVICE			.15	
223	SOLVER				
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION		.15	.17	.25
226	OF OUTCOME				.23
232	INSTRUMENTALITY				

HYPOTHESIS 41a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping Measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NONACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE				
206	ENGAGEMENT				
207	INITIATION				
208	AID/ADVICE				
209	SOLVER				
210	IMPLEMENTATION				
211	OUTCOME EVALUATION	.14			
212	OF OUTCOME			.15	
218	INSTRUMENTALITY TOTALS				
219	STANCE				
220	ENGAGEMENT				
221	INITIATION			.16	
222	AID/ADVICE			.15	
223	SOLVER				
224	IMPLEMENTATION			.14	
225	OUTCOME EVALUATION		.22	.17	.25
226	OF OUTCOME		.2[illegible]		.23
232	INSTRUMENTALITY				

FIGURE 5

AUSLIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT		.22		.17				.18	.20	.31	.15	.29
38	AUTHORITY		.20	.20	.28			.17	.27		.30	.18	.41
39	AGGRESSION	.24	.15		.20			.16	.25	.17	.17	.27	.26
	INTERPERSONAL												
40	RELATIONS	.15		.24	.14	.16		.16	.30	.16	.22	.31	.32
41	ANXIETY		.22			-.16				.18	.22		.19
	TOTAL												
42	SAI SCORE	.17	.23	.22	.24			.16	.31	.21	.32	.29	.39

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 TOTAL COP. EFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT		.26														.14
38	AUTHORITY	.15	.24						.15							.16	.14
39	AGGRESSION	.20	.19							.12					.15	.17	
	INTERPERSONAL																
40	RELATIONS	.22	.19													.19	
41	ANXIETY														.13		
	TOTAL																
42	SAI SCORE	.22	.27						.11							.18	.16

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

		131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		201 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT	-.16															
38	AUTHORITY																
39	AGGRESSION																
	INTERPERSONAL																
40	RELATIONS																
41	ANXIETY	-.16															
	TOTAL																
42	SAI SCORE	-.16															

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

		132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																
37	ACHIEVEMENT																
38	AUTHORITY							-.15									
39	AGGRESSION																
	INTERPERSONAL																
40	RELATIONS							-.17									
41	ANXIETY											.17					
	TOTAL																
42	SAI SCORE							-.16									

FIGURE 3

APPENDIX TABLES OF SIGNIFICANT CORRELATIONS -- STAGE III

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72 POS. AFF. TASK ACH.		81 POS. AFF. IPR		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		107 POS. AFF. AGGRESSION		116 TOTAL POS. AFF.	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
	TASK												
37	ACHIEVEMENT												
38	AUTHORITY	-.22											
									-.14				
39	AGGRESSION												
	INTERPERSONAL												
40	RELATIONS												
41	ANXIETY				-.18								
	TOTAL												
42	SAI SCORE												

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion

VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
	TASK ACHIEVE.												
69	HOSTILE	-.28		-.15								-.15	
	TASK ACHIEVE.												
70	DEPRESSIVE												
	IPR												
78	HOSTILE		-.17		-.22	-.17	-.17		-.20			-.14	-.23
	IPR												
79	DEPRESSIVE												
	AUTHORITY												
87	HOSTILE		-.20	-.19	-.23		-.20					-.17	-.23
	AUTHORITY								.16				
88	DEPRESSIVE												
	ANXIETY												
96	HOSTILE				-.15	-.14							-.10
	ANXIETY												
97	DEPRESSIVE												
	AGGRESSION												
104	HOSTILE		-.21		-.20	-.20		-.15	-.14			-.16	-.21
	AGGRESSION									.14			
105	DEPRESSIVE												
	TOTAL												
113	HOSTILE	-.16	-.29	-.21	-.35	-.24	-.24	-.20	-.25		-.16	-.25	-.35
	TOTAL												
114	DEPRESSIVE												

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
108	TOTAL ATTITUDE			-.18	-.17							.19				.14			
109	TOTAL STANCE																		
110	TOTAL ENGAGEMENT		.14						-.18		.14								
111	TOTAL AID/ADVICE								-.17										
112	TOTAL COPING EFF.		.19								.18	.17	.22						.15
219	TOTAL STANCE													.19			.16		.14
220	TOTAL ENGAGEMENT													.21					
221	TOTAL INITIATION				-.14					-.10				.26				.17	
222	TOTAL AID/ADVICE	.14						-.17						.23					
223	TOTAL SOLVER													.17					
224	TOTAL IMPLEMENTATION	.16												.14					
225	TOTAL OUTCOME	.14	.16			.14				.14			.15				.19		.18
226	TOTAL EVAL. OF OUTCOME												.14				.18		
227	TOTAL COPING EFF.	.16												.21			.14	.15	
232	TOTAL INSTRUMENTALITY	.14		.16										.21			.15	.20	

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																		
37	ACHIEVEMENT	.17	.17				-.22				.24	.16	.24				.14	.12	.16
38	AUTHORITY	.21	.15				-.17			.16	.28		.19					.18	.24
39	AGGRESSION	.17	.20			-.16	-.27				.19	.16	.18			.19	.16	.24	.17
40	INTERPERSONAL RELATIONS	.28	.20				-.16				.23	.15	.15			.15		.25	.16
41	ANXIETY		.14								.27	.14					.15		.14
42	TOTAL SAI SCORE	.26	.23				-.24				.30	.20	.23			.15	.19	.27	.23

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

V61		14 OCC. VAL. ALTRUISM 14	15 OCC. VAL. ESTHETICS 14	16 OCC. VAL. INDEP. 14	17 OCC. VAL. MANAGEMENT 14	19 OCC. VAL. SELF-ACTU. 16	20 OCC. VAL. INTE.STIM. 14	21 OCC. VAL. CREATIVITY 14	27 OCC. VAL. VARIETY 14	29 OCC. VAL. INTRINSIC 14
43	LOCUS OF CONTROL									
44	ACADEMIC LOCUS OF CONT.		-.17						.13	
45	ACTION - INACTION	-.14								
46	IMMEDIATE - DELAYED								.21	
47	RATE OF ACTION			.18			-.26		-.25	-.14
48	INTRINSIC - EXTRINSIC	.21					.27			.23
49	TASK ACH. - IPR						.30	.24	.14	.20
50	COMPETITION-CO-OPERATION	-.14								
51	INDEPENDENT-INTERDEPENDENT		.18	.14		-.16			-.16	
52	EARNED STATUS-BESTOWED STATUS					.15			.14	
53	CONFRONT - AVOID					.18	.19		.20	.18
54	SELF-INITI. OTHER INITI.						.18		.14	
55	SELF SOLVER - OTHER SOLVER									
56	SELF-JOINT IMPLEMENTATION		20				.17	.26		.21
58	INSTRUMENT - FANTASY									
59	CONT./EXPRESS-IVITY & ACCEPT. ACT./PASS.			-.18						
60	UNDER STRESS POS./NEG.				.15					
61	SELF-CONCEPT VIEW OF LIFE									
62	TOTAL SCORE									
63		-.15					.22	.17	.18	.15

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM 10	14	15 OCC. VAL. ESTHETICS 10	14	16 OCC. VAL. INDEP. 10	14	17 OCC. VAL. MANAGEMENT 10	14	19 OCC. VAL. SELF-SATIS 10	14	20 OCC. VAL. INTE.STIM. 10	14	21 OCC. VAL. CREATIVITY 10	14	27 OCC. VAL. VARIETY 10	14	29 TOTAL INTRINSIC 10	14
229	TOTAL STORY POS. AFFECT		.17														-.14		
116	TOTAL SENT. POS. AFFECT							.15											

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM 10	14	15 OCC. VAL. ESTHETICS 10	14	16 OCC. VAL. INDEP. 10	14	17 OCC. VAL. MANAGEMENT 10	14	19 OCC. VAL. SELF-SATIS 10	14	20 OCC. VAL. INTE.STIM. 10	14	21 OCC. VAL. CREATIVITY 10	14	27 OCC. VAL. VARIETY 10	14	29 OCC. VAL. INTRINSIC 10	14
113	SENTENCE TOTAL HOSTILE		-.13					.17			-.18	-.17	-.14						-.15
114	TOTAL DEPRESSIVE							-.15			.15								
230	TOTAL STORY NEGATIVE AFF.						.14												

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Values Extrinsic measures x Sentence and Story Total Coping measures

		18 OCC. VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE																-.14
	TOTAL																
220	ENGAGEMENT			-.14				-.15									
	TOTAL															-.17	
221	INITIATION							-.18									
	TOTAL								-.18								
222	AID/ADVICE																
	TOTAL							-.15	-.22								
223	SOLVER																
	TOTAL							-.19									
224	IMPLEMENTATION																
	TOTAL																-.18
225	OUTCOME		-.15				-.15	-.20	-.20								
	TOTAL EVAL.																
226	OF OUTCOME						-.17		-.16								
	TOTAL															-.15	-.11
227	COPING EFF.						-.14	-.20	-.18								
	TOTAL															-.20	
232	INSTRUMENTALITY							-.19									
	SENT.TOTAL																
108	ATTITUDE											.15	.19				
	TOTAL																
109	STANCE									-.18							
	TOTAL																
110	ENGAGEMENT						-.22						.18				
	TOTAL																
111	AID/ADVICE						-.21						.14				
	TOTAL																
112	COPING EFF.						-.27		-.17	-.18			.14				-.15

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC.VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
	SAI GOOD COP. MEASURES	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVE.		-.18	-.17			-.16		-.30				.16				-.16
38	AUTHORITY		-.19				-.22		-.28							-.18	-.24
39	AGGRESSION		-.15		.21		-.20		-.24							-.24	-.17
40	INTERPERSONAL RELATIONS				.22		-.23	-.21	-.19				.22		-.20	-.25	-.16
41	ANXIETY								-.21								-.14
42	TOTAL SAI		-.20	-.15	.21		-.25	-.18	-.32							-.27	-.23

FIGURE 3

ANSWER TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures

		18 OCC.VAL. SUCCESS 14	22 OCC.VAL. SECURITY 14	23 OCC.VAL. PRESTIGE 14	24 OCC.VAL. ECON. RET. 14	25 OCC.VAL. SURROUND. 14	26 OCC.VAL. ASSOCIATES 14	28 OCC.VAL. FOL.FATHER 14	30 OCC.VAL. EXTRINSIC 14
Vel									
43	LOCUS OF CONTROL ACADEMIC					-.20			
44	LOCUS OF CONT. SCHOOL -								
45	INACTION IMMEDIATE -								
46	DELAYED RATE OF								
47	ACTION INTRINSIC -			.19	.21				.14
48	EXTRINSIC TASK ACH. -			-.20	-.27				-.24
49	IPR COMPETITION -				-.15	-.14	-.40		-.20
50	CO-OPERATION INDEPENDENT -			.15					
51	INTERDEPENDENT EARNED STATUS -					-.15			
52	BESTOWED STATUS CONFRONT -			-.17			.23		
53	AVOID SELF-INITI.		.14	-.18	-.18				-.18
54	OTHER INITI. SELF SOLVER -		-.18						
55	OTHER SOLVER SELF-JOINT							-.20	
56	IMPLEMENTATION INSTRUMENT -				-.14		-.23		-.21
58	FANTASY CONT./EXPRESS-								
59	IVITY & ACCEPT. ACT./PASS.								
60	UNDER STRESS POS./NEG.								
61	SELF-CONCEPT VIEW OF								
62	LIFE TOTAL								
63	SCORE	.20	-.18			-.16	-.24		-.15

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC.VAL. SUCCESS 10	14	22 OCC.VAL. SECURITY 10	14	23 OCC.VAL. PRESTIGE 10	14	24 OCC. VAL., ECON. RET. 10	14	25 OCC.VAL. SURROUND. 10	14	26 OCC.VAL. ASSOCIATES 10	14	28 OCC.VAL., FOL.FATHER 10	14	30 OCC.VAL. EXTRINSIC 10	14
	STORY TOTAL																		
229	POS. AFFECT						-.18								-.14				
	SENTENCE TOTAL																		
116	POS. AFFECT																		

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect Measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentenct Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC.VAL. SUCCESS 10	14	22 OCC.VAL. SECURITY 10	14	23 OCC.VAL. PRESTIGE 10	14	24 OCC.VAL. ECON. RET. 10	14	25 OCC.VAL. SURROUND. 10	14	26 OCC.VAL. ASSOCIATES 10	14	28 OCC.VAL. FOL.FATHER 10	14	30 OCC.VAL. EXTRINSIC 10	14
	TOTAL																		
113	HOSTILE		.14				.19		.10				-.20				.10		.15
	TOTAL									.14									
114	DEPRESSIVE																		
	TOTAL STORY																		
250	NEGATIVE AFFECT				-.14						-.19								

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL./OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT	
OCC. INT.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
31* OCCUPATIONAL ASPIRATION																				
32* OCCUPATIONAL EXPECTATION																				
36* EDUCATIONAL ASPIRATION																				

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
31* OCCUPATIONAL ASPIRATION										
32* OCCUPATIONAL EXPECTATION										
36* EDUCATIONAL ASPIRATION		-.19		-.25		-.19		-.23		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x SAI Good Coping measures.

	37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
31* OCCUPATIONAL ASPIRATION					.14						.16	
32* OCCUPATIONAL EXPECTATION												
36* EDUCATIONAL ASPIRATION									-.14			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

AUDIO TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

	V61	31 OCC. INT. OCC. ASP. 14	32 OCC. INT. OCC. INT. 14	36 OCC. INT. ED. ASP. 14
43	LOCUS OF CONTROL	-.19	-.16	-.20
44	ACADEMIC LOCUS OF CONT.			
45	ACTION - INACTION			
46	IMMEDIATE - DELAYED			
47	RATE OF ACTION			
48	INTRINSIC - EXTRINSIC TASK ACH.			
49	IPR	-.19		
50	COMPETITION - CO-OPERATION			
51	INDEPENDENT - INTERDEPENDENT		-.15	
52	EARNED STATUS - BESTOWED STATUS			
53	CONFRONT - AVOID			
54	SELF-INITI. OTHER INITI.			
55	SELF SOLVER - OTHER SOLVER			
56	SELF-JOINT IMPLEMENTATION		.19	.26
58	INSTRUMENT - FANTASY			
59	CONT./EXPRESS-IVITY & ACCEPT.	.30	.28	.19
60	ACT./PASS. UNDER STRESS	-.17	-.14	
61	POS./NEG. SELF-CONCEPT	.15	.14	
62	VIEW OF LIFE			
63	TOTAL SCORE			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		229 STORY TOT. POS.AFF. 10	229 STORY TOT. POS.AFF. 14	116 SENT. TOT. POS.AFF. 10	116 SENT. TOT. POS.AFF. 14
31*	OCCUPATIONAL ASPIRATION				
32*	OCCUPATIONAL EXPECTATION				
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILE 10	113 TOTAL HOSTILE 14	114 TOTAL DEPRESSIVE 10	114 TOTAL DEPRESSIVE 14	230 TOTAL STORY N.A. 10	230 TOTAL STORY N.A. 14
31*	OCCUPATIONAL ASPIRATION						
32*	OCCUPATIONAL EXPECTATION						
36*	EDUCATIONAL ASPIRATION						

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS
VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC.VAL. ALTRUISM		15 OCC.VAL. ESTHETICS		16 OCC.VAL. INDEP.		17 OCC.VAL. MANAGEMENT		19 OCC.VAL. SELF-SATIS		20 OCC.VAL. INTEL.STIM		21 OCC.VAL. CREATIVITY		27 OCC.VAL. VARIETY		29 OCC.VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH						.15												
	ACHIEVEMENT																		
3	READING	.19				.18	.16											.21	
	ACHIEVEMENT																		
4	G.P.A.	.17								.16						-.15			
	BRS																		
5	TASK ACHIEVE.									.14									
	BRS																		
6	AUTHORITY		.17							.14				-.15					
	BRS																		
7	IPR					-.14			.15						-.18			.16	
	BRS																		
8	IMPLEMENT.																		
	BRS																		
9	SELF-ASSERT.	-.15		.16					.18				-.23			.14			-.13
	BRS																		
10	INITIATION																		
	BRS																		
11	SOLVER								.22										
	BRS																		
12	AGGRESSION		.17												-.14				
	BRS																		
13	ANXIETY		-.19	.15			.15		.17				-.20						

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS
VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC.VAL. SUCCESS		22 OCC.VAL. SECURITY		23 OCC.VAL. PRESTIGE		24 OCC.VAL. ECON. RET.		25 OCC.VAL. SURROUND.		26 OCC VAL. ASSOCIATES		28 OCC.VAL. FOL.FATHER		30 OCC.VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										-.14						
2	MATH																
	ACHIEVEMENT						-.15	-.19		-.16	-.16					-.21	
3	READING																
	ACHIEVEMENT							-.17					.14				
4	G.P.A.																
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY																
	BRS			-.17	-.18			-.14	.23							-.16	
7	IPR																
	BRS																
8	IMPLEMENT.																
	BRS																.13
9	SELF-ASSERT.	-.14		-.20	-.19		.25		.24								
	BRS																
10	INITIATION																
	BRS				-.21												
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY			-.24	-.21		.25										

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS
VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC.VAL. OCC.ASP.		32* OCC.VAL. OCC.EXP.		36* OCC.VAL. ED. ASP.	
		10	14	10	14	10	14
	ACHIEVEMENT						
2	MATH		-.28	-.14	-.25	-.19	-.31
	ACHIEVEMENT						
3	READING	-.21	-.25	-.26	-.25	-.31	-.28
	ACHIEVEMENT						
4	G.P.A.		-.24	-.15	-.29	-.22	-.39
	BRS						
5	TASK ACHIEVE.		-.18		-.21	-.14	-.19
	BRS						
6	AUTHORITY		-.16		-.17	-.15	-.18
	BRS						
7	IPR						-.18
	BRS						
8	IMPLEMENTATION		-.18		-.21	-.14	-.20
	BRS						
9	SELF-ASSERT.				-.20		-.19
	BRS						
10	INITIATION		-.18		-.19	-.15	-.18
	BRS						
11	SOLVER		-.17		-.19	-.17	-.21
	BRS						
12	AGGRESSION					-.15	-.12
	BRS						
13	ANXIETY					-.14	

*Remember that these Variables are reversed. Thus, any correlations inveving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 7

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 69: There will be negative relationships between the Occupational Interest discrepancy score and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS

VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. DISC./ACH.		35 OCC. INT. DISC./ASP.	
		10	14	10	14
	ACHIEVEMENT				
2	MATH			-.14	
	ACHIEVEMENT				
3	READING			-.30	
	ACHIEVEMENT				
4	G.P.A.			-.28	
	BRS				
5	TASK ACHIEVE.				
	BRS				
6	AUTHORITY				
	BRS				
7	IPR				
	BRS				
8	IMPLEMENTATION				
	BRS				
9	SELF-ASSERTION				
	BRS				
10	INITIATION				.15
	BRS				
11	SOLVER				
	BRS				
12	AGGRESSION				
	BRS				
13	ANXIETY				

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement - BRS

VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT							.15	.16				
2	MATH												
	ACHIEVEMENT	.15	.17					.19	.23	.14		.18	.19
3	READING												
	ACHIEVEMENT	.14	.15				.14	.21	.28			.18	.19
4	G.P.A.												
	BRS						.15		.18	.14		.16	.18
5	TASK ACHIEVE.												
	BRS				.15	.14		.18	.16			.19	.17
6	AUTHORITY												
	BRS					.15		.14				.17	
7	IPR												
	BRS	.15				.16	.15	.17	.17			.20	.17
8	IMPLEMENTATION												
	BRS						-.16						
9	SELF-ASSERTION												
	BRS	.14	.14		.14	.15	.19		.21			.17	.21
10	INITIATION												
	BRS					.14						.16	
11	SOLVER												
	BRS					.20		.13	.23			.18	.16
12	AGGRESSION												
	BRS		-.23				-.25		-.30				-.27
13	ANXIETY												

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS

VARIABLES: Views of Life - Achievement BRS

		2 ACHIEVE. MATH 14	3 ACHIEVE. READING 14	4 ACHIEVE. G.P.A. 14	5 BRS TASK ACH 14	6 BRS AUTH. 14	7 BRS IPR 14	8 BRS IMPLC. 14	9 BRS SELF-AST. 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS AGGRESS. 14	13 BRS ANXIETY 14
V61													
43	LOCUS OF CONTROL	.26	.26	32	.19			.17		.20	.14		
44	ACADEMIC LOCUS OF CONT.	-.15			-.15	-.14				-.15		-.14	
45	ACTION - INACTION				-.16			-.17					
46	IMMEDIATE - DELAYED								-.17				
47	RATE OF ACTION			-.14									
48	INTRINSIC - EXTRINSIC						-.15		-.28				-.25
49	TASK ACH. - IPR												
50	COMPETITION - CO-OPERATION		-.27	-.19									
51	INDEPENDENT - INTERDEPENDENT	.26	.25	.20	.14			.14		.16	.14		
52	EARNED STATUS - BESTOWED STATUS	.29	.36	.26	.17	.14	.15	.17		.22	.19	.20	
53	CONFRONT - AVOID		.16			.15		.14				.18	
54	SELF-INITI. OTHER INITI.												
55	SELF SOLVER - OTHER SOLVER		.15										
56	SELF-JOINT IMPLEMENTATION	.14											
58	INSTRUMENT - FANTASY	.19		.20	.24	.23		.23		.24	.14	.15	
59	CONT./EXPRESS-IVITY & ACCEPT.	-.14	-.15	.14									
60	ACT./PASS. UNDER STRESS	.16	.21	.15							.16		
61	POS./NEG. SELF-CONCEPT												
62	VIEW OF LIFE	.30	.24	.17	.16			.14		.15	.12		
63	TOTAL SCORE	.21	.17										

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS

VARIABLES: Stance x Criterion measures

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14	109 STANCE TOTAL 10	109 STANCE TOTAL 14
2	ACHIEVEMENT MATH		-.17		.20				.17				.15
3	ACHIEVEMENT READING		-.27	.19					.17	.23	.16	.27	
4	ACHIEVEMENT G.P.A.		-.23		.24			.16	.27	.17	.16	.15	.23
5	BRS TASK ACH.	.14							.16	.18		.18	
6	BPS AUTHORITY	.15			.14				.16			.16	.15
7	BRS IPR				.18					.14		.14	
8	BRS IMPLEMENTATION	.19	-.17						.19	.18		.22	
9	BRS SELF-ASSERTION					-.14							
10	BRS INITIATION		-.20						.19	.15		.14	
11	BRS SOLVER		-.14	.14	.16					.12		.20	
12	BRS AGGRESSION	.14	-.20		.17				.21			.15	.15
13	BRS ANXIETY								-.20				

FIGURE 3

MULTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH				.14				.20				
	ACHIEVEMENT												
3	READING								.20	.23		.15	
	ACHIEVEMENT												
4	G.P.A.		-.14		.25				.30		.17		.25
	BRS												
5	TASK ACH.							.12	.21	.19		.20	.16
	BRS												
6	AUTHORITY	.15							.19			.18	
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION	.15							.25	.18		.24	.16
	BRS												
9	SELF-ASSERTION												-.15
	BRS												
10	INITIATION								.26	.17		.19	.18
	BRS												
11	SOLVER									.16		.14	
	BRS												
12	AGGRESSION	.15							.25			.20	.18
	BRS												
13	ANXIETY								-.18		-.10		-.18

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH	.15			.18				.22	.17		.15	.18
	ACHIEVEMENT												
3	READING								.20	.32	.20	.24	.20
	ACHIEVEMENT												
4	G.P.A.				.23				.31	.21	.25	.15	.30
	BRS												
5	TASK ACHIEVE.				.15				.22	.24		.23	.22
	BRS												
6	AUTHORITY	.15							.20	.19		.21	.16
	BRS											.16	
7	IPR												
	BRS												
8	IMPLEMENTATION	.16		.14	.14				.26	.26		.28	.21
	BRS									.14			-.15
9	SELF-ASSERTION												
	BRS				.14				.27	.22		.22	.23
10	INITIATION												
	BRS									.23		.19	
11	SOLVER												
	BRS												
12	AGGRESSION	.15		.18	.14				.26	.16		.25	.21
	BRS												
13	ANXIETY								-.18				-.18

FIGURE 5

AUSTIN TABLES OF CONSTRUCT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		45 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH									.15			
	ACHIEVEMENT												
3	READING			.17				.17	.22	.31	.18	.20	.21
	ACHIEVEMENT												
4	G.P.A.				.18			.16	.20	.24	.19	.17	.29
	BRS												
5	TASK ACH.								.20	.24	.14	.20	.20
	BRS												
6	AUTHORITY								.17	.18		.18	.17
	BRS												
7	IPR							.15		.16		.16	
	BRS												
8	IMPLEMENTATION								.22	.25		.25	.19
	BRS												
9	SELF-ASSERTION		-.16						-.17	.16			-.17
	BRS												
10	INITIATION								.23	.21	.14	.18	.20
	BRS												
11	SOLVER									.23		.16	
	BRS												
12	AGGRESSION				.16			.14	.23	.29		.18	.24
	BRS												
13	ANXIETY								-.16				-.14

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.		108 ATTITUDE TOTAL	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH								.18		.15
	ACHIEVEMENT										
3	READING			-.14	.14				.24		.14
	ACHIEVEMENT										
4	G.P.A.		.16		.18				.26		.23
	BRS										
5	TASK ACH.		.14					.17			
	BRS										
6	AUTHORITY							.20			
	BRS										
7	IPR							.16	.19		
	BRS										
8	IMPLEMENTATION		.17					.19			
	BRS										
9	SELF-ASSERTION		-.14						.17		
	BRS										
10	INITIATION		.17		.15			.18			.15
	BRS										
11	SOLVER							.14	.15		
	BRS										
12	AGGRESSION		.16								.15
	BRS										
13	ANXIETY	-.17	-.27			-.18	-.15			-.16	-.20

FIGURE 3

AUSTIN FAMILY OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		91 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		91 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH			-.16				-.16				-.17	
	ACHIEVEMENT												
3	READING			-.14									
	ACHIEVEMENT												
4	G.P.A.						.17		-.14			-.14	
	BRS												
5	TASK ACH.												
	BRS												
6	AUTHORITY												
	BRS												
7	IPR												
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION						.19						.17
	BRS												
10	INITIATION												
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY						.14						

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement

VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						-.18
	DEPRESSIVE						
105	AGGRESSION	-.16					
	HOSTILE						
87	AUTHORITY						
	DEPRESSIVE						
88	AUTHORITY			-.16			
	HOSTILE						
96	ANXIETY			-.19			-.20
	DEPRESSIVE						
97	ANXIETY		.14				.14
	HOSTILE						
78	IPR			-.15			
	DEPRESSIVE						
79	IPR						
	HOSTILE						
69	TASK ACHIEVE.						
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE					-.15	-.14
	TOTAL						
114	DEPRESSIVE			-.14			

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABELS: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH. 10	5 BRS TASK ACH. 14	6 BRS AUTHORITY 10	6 BRS AUTHORITY 14	7 BRS IPR 10	7 BRS IPR 14	8 BRS IMPLEMENT. 10	8 BRS IMPLEMENT. 14	9 BRS SELF-ASST. 10	9 BRS SELF-ASST. 14	10 BRS INITIATION 10	10 BRS INITIATION 14	11 BRS SOLVER 10	11 BRS SOLVER 14	12 BRS AGGRESSION 10	12 BRS AGGRESSION 14	13 BRS ANXIETY 10	13 BRS ANXIETY 14
	HOSTILE																		
104	AGGRESSION								-.14				-.17				-.23		
	DEPRESSIVE																		
105	AGGRESSION				.15		.25				.14		.16		.18		.14		
	HOSTILE																		
87	AUTHORITY																		
	DEPRESSIVE																		
88	AUTHORITY																		
	HOSTILE																		
96	ANXIETY		-.17		-.18				-.16				-.18	-.11					
	DEPRESSIVE																		
97	ANXIETY			.17						.20									
	HOSTILE																		
78	IPR										.24								
	DEPRESSIVE																		-.15
79	IPR																		
	HOSTILE																		
69	TASK ACH.						.17										.16		
	DEPRESSIVE																		
70	TASK ACH.																		
	TOTAL																-.21		
113	HOSTILE		-.15	-.16				-.15	-.14		.20		-.19						
	TOTAL															.14			-.14
114	DEPRESSIVE																		

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABELS: Stance x Criterion measures

		149 Story 3 AGGRESSION 10	149 Story 3 AGGRESSION 14	177 Story 5 AUTHORITY 10	177 Story 5 AUTHORITY 14	163 Story 4 ANXIETY 10	163 Story 4 ANXIETY 14	191 Story 6 ANXIETY 10	191 Story 6 ANXIETY 14	135 Story 2 IPR 10	135 Story 2 IPR 14	121 Story 1 A - TA 10	121 Story 1 A - TA 14	205 Story 7 NA - TA 10	205 Story 7 NA - TA 14	219 STANCE TOTAL 10	219 STANCE TOTAL 14
	ACHIEVEMENT																
2	MATH ACHIEVEMENT																
3	READING ACHIEVEMENT																
4	G.P.A. BRS																
5	TASK ACH. bRS																
6	AUTHORITY BRS														-.19		
7	IPR BRS																
8	IMPLEMENTATION BRS														-.26		
9	SELF-ASSERTION BRS																
10	INITIATION BRS														-.15		
11	SOLVER BRS																
12	AGGRESSION BRS													-.20	-.17	-.15	
13	ANXIETY							-.17									

FIGURE 3

ADMIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING																
	ACHIEVEMENT																
4	G.P.A.	.14															
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY	.14															
	BRS														-.19		-.14
7	IPR																
	BRS											-.16					
8	IMPLEMENTATION	.15															
	BRS														-.16		
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																-.17
13	ANXIETY											-.16					

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT						.15										
2	MATH																
	ACHIEVEMENT						.14		.15		-.16						
3	READING																
	ACHIEVEMENT					.14	.15										
4	G.P.A.																
	BRS																
5	TASK ACH.											-.16	.11				
	BRS														-.19		
6	AUTHORITY																
	BRS														-.22		
7	IPR												.11				
	BRS														-.15		
8	IMPLEMENTATION																.13
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS						.14										
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 82: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA		222 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING	.14									.16						
	ACHIEVEMENT																
4	G.P.A.	.16												.13			
	BRS																
5	TASK ACH.			-.16													
	BRS																
6	AUTHORITY			-.15			.16										.16
	BRS																
7	IPR		-.14														
	BRS																
8	IMPLEMENTATION	.10		-.16													
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION			-.16			.16							.14			
	BRS																
11	SOLVER																
	BRS						.21										.14
12	AGGRESSION																
	BRS								.17							-.14	
13	ANXIETY																

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Solver x Criterion measures

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING			.15		.18										.15	
	ACHIEVEMENT																
4	G.P.A.													.15			
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS												.10				
8	IMPLEMENTATION																
	BRS					.20											
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSION		142 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.16							.14								
	ACHIEVEMENT																
3	READING	.14														.16	
	ACHIEVEMENT																
4	G.P.A.	.20						.15						.19		.17	
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY																
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS													.14			
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Outcome x Criterion measures

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT																
3	READING			.15													
	ACHIEVEMENT																
4	G.P.A.	.15			.14												
	BRS												.16				.13
5	TASK ACH.				.16												
	BRS											-.14					
6	AUTHORITY																
	BRS											-.14					
7	IPR																
	BRS											-.15	.14				
8	IMPLEMENTATION				.15												
	BRS																
9	SELF-ASSERTION	-.15	-.14														
	BRS												.15				.15
10	INITIATION				.15												
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS													-.14			
13	ANXIETY																

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		175 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL.OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			.18		.14											
	ACHIEVEMENT																
3	READING										.15			.15		.15	
	ACHIEVEMENT																
4	G.P.A.			.17							.19					.18	
	BRS																
5	TASK ACH.			.16				.14			.18	-.14					
	BRS																
6	AUTHORITY							.14			.18	-.17					
	BRS												-.18				
7	IPR			.17													
	BRS																
8	IMPLEMENTATION			.17				.18			.17	-.14				.14	
	BRS																
9	SELF-ASSERTION			.18		.14											
	BRS																
10	INITIATION			.15		.15		.22			.15					.16	
	BRS																
11	SOLVER	.19						.14				-.17					
	BRS																
12	AGGRESSION										.14	-.14					
	BRS																
13	ANXIETY											-.17					

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP.EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH																
	ACHIEVEMENT					.16										.16	
3	READING																
	ACHIEVEMENT	.19												.17		.18	
4	G.P.A.																.15
	BRS																
5	TASK ACHIEVE.											-.15					
	BRS																
6	AUTHORITY														-.14		
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS		-.15														
9	SELF-ASSERTION												.14				
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

AUSTIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		206 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - IA		218 Story 7 NA - IA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
1	ACHIEVEMENT					.17			.14					.19	.16	.15	.16
2	MATH ACHIEVEMENT					.24										.20	.15
3	READING ACHIEVEMENT					.17								.15		.21	.16
4	G.P.A. BRS	.15															
5	TASK ACHIEVE. BRS								.14								
6	AUTHORITY BRS										.21				-.21		
7	IPR BRS		-.10			.15											
8	IMPLEMENTATION BRS										.15				-.17		
9	SELF-ASSERTION BRS		-.14			.15							.19				
10	INITIATION BRS																
11	SOLVER BRS					.14								.15			
12	AGGRESSION BRS												.15				
13	ANXIETY																

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - IA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
1	ACHIEVEMENT			.17												.21	
2	MATH ACHIEVEMENT			.14				.17			.16		.14				
3	READING ACHIEVEMENT										.14						
4	G.P.A. BRS											.14					
5	TASK ACHIEVE. BRS								.14		.15		.16				
6	AUTHORITY BRS										.17						
7	IPR BRS			.14				.16	.14								
8	IMPLEMENTATION BRS																
9	SELF-ASSERTION BRS							.15									
10	INITIATION BRS																
11	SOLVER BRS																
12	AGGRESSION BRS																
13	ANXIETY																

FIGURE 1

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Negative Affect Hero, Criterion measures

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - IA		216 Story 7 NA - IA		230 NEG. AF. HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	ACHIEVEMENT MATH					.17							.15				
3	ACHIEVEMENT READING		.15								.19		.18				.15
4	ACHIEVEMENT G.P.A.										.16						.17
5	BRS TASK ACH.											.14					
6	BRS AUTHORITY											.16	.15				.16
7	BRS IPR		.15		.14				.21								.20
8	BRS IMPLEMENTATION											.17	.15				.15
9	BRS SELF-ASSERTION																
10	BRS INITIATION											.16	.14				.14
11	BRS SOLVER		.18										.15				.21
12	BRS AGGRESSION								.16								
13	BRS ANXIETY					.15								.11			

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
117	SELF-CONCEPT			.15	.26	.76	.75	.68	.72
118	PARENT/CHILD INTERACTION	.15	.26			.58	.59	.62	.59
119	MOTHER INTERACTION	.76	.75	.58	.59			.52	.43
120	FATHER INTERACTION	.68	.72	.62	.59	.52	.43		

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
82	AUTHORITY ATTITUDE	.28	.29		.20	.26	.32	.20	.21
83	AUTHORITY STANCE								
84	AUTHORITY ENGAGEMENT								
85	AUTHORITY AID/ADVICE								
86	AUTHORITY COPING EFF.		.26				.18		.22
90	AUTHORITY POS. AFFECT								

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
87	AUTHORITY HOSTILE AFF.	-.18	-.25				-.19		-.20
88	AUTHORITY DEPRESSIVE AFF.								

AUSTIN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
108	ATTITUDE	.26	.29		.19	.24	.32	.19	.21
	TOTAL								
109	STANCE						.17		
	TOTAL								
110	ENGAGEMENT		.24		.17		.22		.21
	TOTAL								
111	AID/ADVICE		.24		.17	.14	.25		.18
	TOTAL								
112	COPING EFF.	.17	.30		.20	.14	.31	.15	.24
	TOTAL								
116	POS. AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	TOTAL								
113	HOSTILE AFF.	-.24	-.32				-.27	-.21	-.20
	TOTAL								
114	DEPRESSIVE AFF.								

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE								
177	STANCE								
178	ENGAGEMENT								
179	INITIATION								
180	AID/ADVICE								
181	SOLVER			.15				.18	
182	IMPLEMENTATION								
183	OUTCOME EVALUATION								
184	OF OUTCOME COPING								
185	EFFECTIVENESS RESPONSE								
186	LENGTH POSITIVE								
187	AFFECT HERO		-.14	.15	-.15				-.18
190	INSTRUMENTALITY								

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FIVE NEGATIVE								
188	AFFECT HERO								

FIGURE V

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

	STORY FOUR	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	ANXIETY								
163	STANCE		.17						
164	ENGAGEMENT								
165	INITIATION								
166	AID/ADVICE								
167	SOLVER			.15				.14	
168	IMPLEMENTATION								
169	OUTCOME EVALUATION								
170	OF OUTCOME COPING								
171	EFFECTIVENESS RESPONSE								
172	LENGTH POSITIVE								
173	AFFECT HERO			.14					
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

	STORY SIX	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	ANXIETY								
191	STANCE								.18
192	ENGAGEMENT				.20				.16
193	INITIATION								.16
194	AID/ADVICE								
195	SOLVER		.23				.17		.16
196	IMPLEMENTATION								
197	OUTCOME EVALUATION								
198	OF OUTCOME COPING			.14				.16	
199	EFFECTIVENESS RESPONSE		.15				.14		.15
200	LENGTH POSITIVE								
201	AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT CHILD INT. 10	118 PARENT CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY FOUR								
174	NEGATIVE AFF.			.17				.14	
	STORY SIX								
202	NEGATIVE AFF.								

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY TOTALS								
219	STANCE								
220	ENGAGEMENT				.20				
221	INITIATION				.15				
222	AID/ADVICE								
223	SOLVER			.14		.14	.14	.14	
224	IMPLEMENTATION								
225	OUTCOME EVALUATION					.14			
226	OF OUTCOME COPING			.18		.20			
227	EFFECTIVENESS RESPONSE								
228	LENGTH POSITIVE								
229	AFFECT HERO NEGATIVE			.18		.15		.16	
232	INSTRUMENTALITY								

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO			.14					

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the Total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	SAI								
38	AUTHORITY				.15				
	SAI TOTAL								
42	SCORE								

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	OCC.VALUE FOLLOW		
28	FATHER		

FIGURE 3

AUSTIN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

	OCCUPATIONAL VALUES INVENTORY	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
14	ALTRUISM	-.21							
15	ESTHETICS							-.14	
16	INDEPENDENCE								
17	MANAGEMENT								
19	SELF-SATISFACTION								
20	INTELLECTUAL STIMULATION		.16						
21	CREATIVITY								
27	VARIETY								.15
29	TOTAL INTRINSIC								

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

	OCC. VALUES INV. EXTRINSIC	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
18	SUCCESS								
22	SECURITY					-.14			
23	PRESTIGE								-.14
24	ECONOMIC RETURNS								
25	SURROUNDINGS								
26	ASSOCIATES								
28	FOLLOW FATHER								
30	TOTAL EXTRINSIC								

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father/Child Interaction of Sentence and Father's Occupation - Child Aspiration

	OCC.INT. INV.	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
35	FATHER'S OCC. CHILD'S ASP.		

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life
VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total scores

		117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 14
	VIEWS OF LIFE				
43	LOCUS OF CONTROL ACADEMIC				
44	LOCUS OF CONT. ACTION -				
45	INACTION IMMEDIATE -				
46	DELAYED RATE OF				
47	ACTION INTRINSIC -				
48	EXTRINSIC TASK ACH.-				
49	IPR COMPETITION -				
50	CO-OPERATION INDEPENDENT -	-.16			
51	INTERDEPENDENT EARNED STATUS -	.14			
52	BESTOWED STATUS CONFRONT -				
53	AVOID SELF-INITI.				
54	OTHER INITI. SELF SOLVER		.17	.14	
55	OTHER SOLVER SELF-JOINT				
56	IMPLEMENTATION INSTRUMENT -				
58	FANTASY CONT./EXPRESS-				
59	IVITY & ACCEPT. ACT./PASS.				
60	UNDER STRESS POS./NEG.				
61	SELF-CONCEPT VIEW OF			.15	
62	LIFE TOTAL				
63	SCORE	.14			

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement
VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
1	RAVEN							.14	
2	MATH	.20						.27	
3	READING	.15		.14		.16		.18	
4	GRADE POINT AVERAGE	.16	.17	.16		.17		.21	.21

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS
VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL POS. NOMINA.								
6	AUTHORITY	.16			.14			.16	

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS
VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT 10	14	118 PARENT/CHILD INT. 10	14	119 MOTHER INTERACT. 10	14	120 FATHER INTERACT. 10	14
	PEER BRS TOTAL POSITIVE								
8	NOM. IMPLEMENT. TOTAL POSITIVE	.14						.16	
10	NOM. INITIATION TOTAL POSITIVE	.15		.15	.14	.17		.19	.14

ANOVA OF MEANS:
SUBGROUP DESCRIPTIONS

TOKYO TEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

These boys were significantly low in Stages I and III on Mathematics and Reading Achievement and Grade Point Average.

However, they were not as low ranked in Stage III as they were in Stage I where they were, in each case, lowest of all groups.

There were no Stage III findings not present in Stage I. However, these boys' significantly lowest standing on the Raven in Stage I was not replicated in Stage III.

Behavior Rating Scales

Before commenting on similarities and differences, it should be pointed out that many of the BRS items were changed in Stage III. Also, both the administration and scoring systems were changed. Remember that in Stage III only positive nominations were utilized.

Keeping this fact in mind, it should be mentioned first that there were no similar findings between Stages I and III for this group, as in Stage III this group was not significantly different on any BRS variable in Stage III.

In Stage I this group was consistently the lowest of all groups tested, on every single BRS item. One wonders whether or not the removal of the negative nominations from the scoring system was responsible for this lack of Stage III findings. That is, these boys may have achieved their poor ratings in Stage I because of a large number of negative nominations. Removing the negative end from the scoring system could result in the lack of differences involving this group for Stage III.

Occupational Values Inventory

In both Stages I and III these boys were significantly higher than other groups in their ranking of Creativity, Follow Father, and the Total Extrinsic score. In both studies, they were significantly low on Independence, Self-Satisfaction, and the Total Intrinsic score.

There were no significant findings in Stage III not present in Stage I. However, there were several Stage I findings not replicated in Stage III. First, these boys were significantly high on Success and Prestige, and significantly low on Altruism, Intellectual Stimulation, Associates, and Variety.

Turning now to the intra-group rankings (relative ranks assigned to values by this group only), two values were ranked in the top four in both Stages I and III. These were Surroundings and Intellectual Stimulation. The two values low ranked in both studies were Esthetics and Management.

Ranked quite high in Stage III only were Altruism and Associates. Ranked quite low in Stage III only were the values of Success and Follow Father.

High rankings in Stage I not replicated in Stage III were for the values of Creativity and Prestige. Low ranked values in Stage I, only, were Economic Returns and Variety.

Occupational Interest Inventory

Similar results in both Stages I and III were found only for the discrepancy between the Father's Occupation and the Child's Aspiration which was, in both studies, significantly high for this group.

A Stage III finding not tested in Stage I was the significantly low (third lowest) status level of the Father's Occupation, as one would expect. There were two Stage I findings which were not replicated in Stage III. First, these boys were significantly low on Occupational Expectation and also had a significantly high discrepancy score between their Father's Occupational level and their own Aspiration level. They also had a significantly high discrepancy score between their Occupational Aspiration level (which did not differ from other groups) and Expectation level.

Educational Aspiration

This group had a significantly low Aspiration level in Stage III (third lowest and lowest of all male groups), but did not differ significantly from other groups in Stage I. Even with their significantly low level, they still aspired to at least some college.

Social Attitudes Inventory

This instrument was completely changed between Stages I and III, both in format and in scales derived, so no direct comparisons can be made.

In Stage III this group did not differ significantly from other groups on any of the SAI scales.

In Stage I they were highest on both Passive Coping and Active Defensive scales and were the second lowest on Active Coping.

Sentence Completion

Considering Task Achievement first, there were no similar findings in both Stages I and III. In Stage III these boys were lowest of all groups on Aid/Advice, meaning that they more frequently sought aid or advice. In Stage I they were lowest of all groups on Coping Effectiveness.

Looking next at Interpersonal Relations, again there were no similar findings due to a total lack of significant differences involving this group in Stage III. In Stage I these boys were highest on Frequency of Negative Affect and second lowest on Coping Effectiveness.

In the Authority area there were, again, no similar findings. In Stage III these boys were highest on Frequency of Neutral Affect, but did not differ significantly on any other Authority scale. In Stage I they were lowest of all groups on Stance, Engagement, and Coping Effectiveness.

In the Anxiety area there were no similar findings involving this group since these boys did not differ significantly on any of the Stage I means. In Stage III they were highest on Attitude and Stance and lowest on Aid/Advice.

In the Aggression area there were, again, no similar findings, as there were no significant Stage III differences.

In Stage I these boys were second lowest on both Stance and Coping Effectiveness.

Finally, on the Sentence Completion Total scores, there were no similar findings due to a lack of any significant differences involving this group in Stage III. In Stage I they were lowest of all groups on Coping Effectiveness and second lowest on Stance.

On the Parent/Child Interaction items, there were no similar findings, as the Stage III analysis did not reveal any differences for this group. In Stage I they were highest of all groups on Self-Image and lowest on Interaction with Mother.

On the Reality/Fantasy Achievement Discrepancy score, these boys were significantly low in both Stages I and III, indicating that their perceived achievement level was greater than was their actual achievement.

Story Completion

Coping Effectiveness scores will be discussed first. The only finding similar in both Stages I and III was the low Coping Effectiveness rating in the Aggression area. Significant in Stage III only was the high (first place) rating on (Story Four) Interpersonal Relations.

Findings in Stage I not replicated in Stage III were the number one ranking on coping with Father's Authority and the low ranking on coping with Anxiety.

There were no similarities between Stages I and III for the Mean Coping Style dimension scores. In Stage III this group had the lowest mean score on Aid/Advice and on Response Length. In Stage I they were lowest on Persistence only.

Looking now at individual Story Coping Style standings in Stage III, a number of differences were observed. In the Academic Task Achievement story, they were lowest on Response Length, Negative Affect Expressed by Hero, and Total Affect of Hero and Others. In the Interpersonal Relations story, they received the highest ranking on Engagement, Initiation, Aid/Advice, Solver, Implementation, and Instrumentality. They were lowest, however, on Response Length.

In the Aggression story they received the lowest score on Engagement, Aid/Advice, Response Length, and Instrumentality.

In the Story Four Anxiety stem, they were lowest on Response Length only. This was also the case in Story Five (School Authority).

In Story Six (Anxiety), they were lowest on Aid/Advice and Response Length. And finally, on the Nonacademic Task Achievement story, they were lowest only on Response Length.

TOKYO TEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

In both Stages I and III this group was not outstandingly high or low in their scores on the Raven, Reading Achievement, or Grade Point Average. In both studies they were significantly below average on Mathematics Achievement, but were not among the lowest groups in either case. (They were lowest of the ten-year-old groups in Stage III and second lowest in Stage I.)

Behavior Rating Scales

It should be first recalled that the two instruments are not identical between the two stages. However, in the case of this group this observation is not of too much relevance since, in neither Stage I nor Stage III did these girls differ significantly from other groups on any of the BRS items. Thus, their scores were around average in both studies.

Occupational Values Inventory

In both Stages I and III these girls ranked significantly high the

value Surroundings and significantly low the value Independence. Significant in Stage III only was their low ranking of Follow Father. Highly ranked values in Stage I which were not replicated in Stage III were Security, Economic Returns, and the Total Extrinsic score. Ranked significantly low in Stage I only were Self-Satisfaction, Variety, and the Total Intrinsic score.

Turning now to the intra-group ranking of values by these girls (ranking of each value by this group only compared to their ranking of the other values), it was first observed that three out of the four top rankings were identical in both Stages I and III. These were: Surroundings, Altruism, and Intellectual Stimulation. Ranked in the top four rankings in Stage III only was the value of Associates. Ranked in the top four in Stage I only was the value of Creativity. Three of the four lowest ranked values were the same in both Stages I and III. These were: Management, Esthetics, and Follow Father. Ranked in the bottom four in Stage III only was the value of Success. Ranked in the bottom four positions in Stage I only was the value of Variety.

Occupational Interest Inventory

There were three findings similar in both Stages I and III for this group. These were the significantly low Occupational Aspiration and Expectation scores (lowest of all ten-year-old groups) and the significantly high discrepancy score between the status level of the Father's Occupation and the Child's Aspiration. That is, they aspired to higher level jobs than those held by their fathers.

Significant in Stage III only was the low status level of the Father's Occupation (second lowest). Significant in Stage I only was the low discrepancy between the Father's (perceived) Aspiration for the child and the child's own Aspiration.

Educational Aspiration

In both Stages I and III these girls had the second lowest Educational Aspiration of all groups and the lowest of the ten-year-old sample.

Social Attitudes Inventory

In the Stage III version of the instrument, these girls did not differ significantly on any of the SAI scales. In Stage I they were lowest of all groups on Active Coping.

Sentence Completion

In the Task Achievement area this group did not differ significantly from other groups in either Stage I or Stage III on any of the variables.

There were no similar findings in the Interpersonal Relations area due to a complete lack of significant Stage III findings for this group. In Stage I they were lowest on Stance, Engagement, and Coping Effectiveness.

In the Authority area there were also no similar findings in both Stages I and III. In Stage III this group differed only on Neutral Affect where they received the lowest score. In Stage I these girls had the highest Attitude of all groups but a significantly low Stance score.

In the Anxiety area there were no significant differences involving this group in either Stages I or III.

In Aggression there were no Stage III significant differences whatsoever. In Stage I these girls were lowest of all groups on Stance, Engagement, Coping Effectiveness, and Neutral Affect, and highest on Negative Affect.

The Total Scores in Stage III did not differentiate these girls on any dimension. However, in Stage I they received the lowest scores on Stance and Engagement, and the second lowest score on Coping Effectiveness.

These girls did not differ significantly from any other group in either Stages I or III on any of the Parent/Child Interaction items.

On the Reality/Fantasy Achievement Discrepancy score, these girls were not outstanding in Stage III, but they did receive a significantly low score in Stage I (fifth place).

Story Completion

The Coping Effectiveness scores will be examined first. Similarities between Stages I and III existed only in that (with one exception in Stage I) this group was not differentiated from other groups on any of the Coping Effectiveness ratings. In Stage I they were lowest of all groups on coping with Anxiety.

Next to be examined will be the Total Coping Style dimension scores. There were no similarities in the Total Scores, as these girls did not differ from any groups in the Stage III means. In Stage I they were highest on Stance and lowest on Affect Associated with the Problem.

Finally, the Stage III individual Story Coping Style dimension scores will be examined. On the Academic Task Achievement story they were lowest of all groups on Stance. On the Aggression story they were lowest on Initiation. On the Authority (teacher) story, they had the lowest score on Outcome, but the highest score on Positive Affect Expressed by Hero. Or the Anxiety story they were second lowest on

Response Length. Finally, on the Nonacademic Task Achievement story they were lowest on Implementation. Thus (with the exception of the Positive Affect score), though no consistent trends were observed, they were low on all scales where significant differences occurred.

TOKYO TEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

This group of boys had almost identical results in Stages I and III. That is, they were significantly high on Mathematics Achievement but did not differ from other groups on the remaining three measures.

Behavior Rating Scales

In both Stages I and III these boys were rated significantly high on Interpersonal Relations by their peers. In Stage III only, they were also rated as the highest of all groups on the dimension of Solver and in Anxiety. There were no additional significant findings in Stage I.

Occupational Values Inventory

Looking first at the inter-group rankings (ranking of values by this group compared to the rankings given by other groups to the same values), it may be observed that they were high in both Stages I and III on Management and Follow Father. They were also significantly low in both studies on Esthetics and Associates. In Stage III only, this group was also significantly low on Self-Satisfaction and Variety. In Stage I only, they were significantly high on Success and Creativity; and significantly low on Surroundings.

Looking now at the intra-group ratings (ranking of values by this group compared to their ranking of other values) it may be observed that Creativity, Intellectual Stimulation, and Altruism were ranked in the top four values by this group in both Stages I and III. Only Esthetics was ranked in the bottom four values in both Stages I and III.

Ranked in the top four in Stage III only was Surroundings, while Success, Variety, and Security were ranked in the bottom four. In Stage I only, Self-Satisfaction received a high ranking, while Management, Follow Father, and Economic Returns were ranked at the bottom.

Occupational Interest Inventory

In both Stages I and III these boys received significantly high scores on both Occupational Aspiration and Expectation. They also received significantly low scores on the discrepancy between the Father's Occupation and their own Occupational Aspiration. (Stage III

data also indicated that the status level of their Father's Occupation was the fourth highest of all groups but, significantly, the lowest of all upper-middle class groups.)

In Stage I this group was also significantly low on the discrepancy score between their Occupational Aspirations and Expectations.

Educational Aspiration

This group was significantly high (second highest) in both Stages I and III on the level of education to which they aspired. They were excelled only by the fourteen-year-old boys from the same social class in both cases.

Social Attitudes Inventory

These boys did not differ significantly from other groups on any of the variables from the Stage III version of the instrument. In Stage I, they were second highest on the Active Defensive scale, but did not differ on the other three scales.

Sentence Completion

Looking first at Task Achievement, these boys were not significantly different from other groups on any of the scales in either Stage I or Stage III.

In Interpersonal Relations there were no similar findings across the two studies. In Stage III these boys were highest of all groups on Hostile Affect and lowest on Depressive Affect. (These two types of negative affect probably cancelled each other in Stage I where they were combined into one scale - "Negative Affect.") In Stage I these boys were significantly low on Coping Effectiveness only.

In the Authority area also, there were no similar findings in the two studies. In Stage III these boys were significantly high on Engagement. However, in Stage I they were significantly low on Engagement (but high on Attitude toward Authority). This difference in their standing on Engagement cannot be attributed to changes in items since the Authority items remained essentially the same.

In the Anxiety area, these boys did not differ significantly from other groups in either Stages I or III.

In the Aggression area also, these boys did not differ significantly from other groups on any of the scales in either Stages I or III.

On the Total Scores, these boys were first on Hostile Affect in Stage III and first on Negative Affect in Stage I. It is quite likely that their high Stage I Negative Affect score was due primarily to the

expression of Hostile Affect. These boys did not differ on any other scales.

In Stage III, these boys received the highest scores of all groups on all four Parent/Child Interaction items. However, they did not differ significantly on any of these items in Stage I.

On the Reality/Fantasy Achievement Discrepancy score, they were not significantly different in the Stage III study, but were fourth highest (which was significant) in the Stage I study.

Story Completion

The Coping Effectiveness scores will be discussed first. In Stage III these boys did not differ significantly on any of the Coping Effectiveness ratings. In Stage I, though not differentiated on any of the individual stories, these boys received the second lowest Total Coping Effectiveness rating of all groups.

The Total Coping Style dimensions will be examined next. A similar finding in both Stages I and III was the highest Stage III mean score on Negative Affect Expressed by Hero along with the Stage I lowest rating on Affect Expressed in Conjunction with the Outcome. Also, in Stage III these boys received the lowest score of all groups on Mean Engagement and Mean Outcome. There were no other significant Stage I findings.

Turning now to the individual Story Coping Style dimension scores for Stage III, these boys had the highest score on Negative Affect Expressed by Hero in the Task Achievement story. They also received the same rating on the Interpersonal Relations story. They did not differ on any of the Aggression story scales or on the (Story Four) Anxiety scales. They also did not differ on any of the Authority scales, the (Story Six) Anxiety scales, or the Nonacademic Task Achievement scales.

TOKYO TEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

The Stages I and III findings for these girls were completely consistent in that all of their Aptitude and Achievement means were significantly high, with their Raven and Grade Point Average being highest of all groups in both studies. In all but one case, they were highest of all ten-year-old groups.

Behavior Rating Scales

These girls were rated highly by their peers in both Stages I and III on Academic Task Achievement and Authority. Other areas where they were rated highest of all groups in Stage III were Implementation,

Self-Assertion, and Initiation. In Stage I they were significantly high on Nonacademic Task Achievement, not becoming upset, coping with Aggression, and on the Summary Score. In each case they had the highest score of all groups.

Occupational Values Inventory

In both Stages I and III these girls received a significantly high mean score on Esthetics, and this was the only similar finding in the two studies. This was due to a total lack of significant differences involving this group (except for Esthetics) in Stage III. In Stage I they were significantly high on Altruism and Prestige, and significantly low on Independence, Management, Self-Satisfaction, Security, and Associates.

Looking next at the intra-group rankings, this group ranked as three of their top four values in both Stages I and III the values of Surroundings, Intellectual Stimulation, and Creativity. They ranked as the four lowest values in both studies the values of Economic Returns, Security, Follow Father, and Management. Ranked high in Stage III only was Self-Satisfaction, while Altruism was ranked high in Stage I only.

Occupational Interest Inventory

In both Stages I and III these girls had the lowest discrepancy of all groups between their Father's Occupation and their own Aspiration. Stage III data indicated that the status level of their Father's Occupation was significant and the third highest of all groups. There were no other significant findings involving this group in either Stages I or III.

Educational Aspiration

These girls had a significantly high Educational Aspiration level (third highest) in Stage III, but did not differ significantly from other groups in Stage I.

Social Attitudes Inventory

In the Stage III version of the instrument, these girls were highest of all groups on the Task Achievement, Aggression, and Anxiety scales. In Stage I they did not differ on any of the four scales.

Sentence Completion

Looking first at Task Achievement, there were no similar significant findings in both studies. In Stage III they had the highest score on Aid/Advice, while in Stage I they showed the most positive Attitude toward Task Achievement.

In the Interpersonal Relations area there also were no similar findings. In Stage III they were highest on Neutral Affect, but did not differ on any of the Stage I scales.

In the Authority area, they were highest on Attitude in Stage III, and highest on Frequency of Positive Affect in Stage I. These scales, though not identical, are certainly similar in meaning.

In the Anxiety and Aggression areas, these girls were not outstanding on any scale in either Stage I or Stage III.

The only similarity in the Total Scores was that, with one exception, these girls were not outstanding in either Stages I or III. In Stage I they did have the highest Total Attitude score of all groups.

These girls also did not differ in either Stages I or III on any of the four Parent/Child Interaction scales.

On the Reality/Fantasy Achievement Discrepancy score, they were significantly high (second highest) in both Stages I and III. This means that their actual achievement level was higher than their fantasized achievement level.

Story Completion

The Coping Effectiveness scales will be examined first. These girls did not differ on any of the Stage III Coping Effectiveness scores. In Stage I they were significantly low on coping with Anxiety and (Story Seven) Interpersonal Relations.

On the Total Coping Style dimension scores, there were no similar findings in both Stages I and III. In Stage III these girls had the highest score on both Mean Response Length and Mean Total Affect of Hero Plus Others. In Stage I they had the second lowest score on Affect Associated with the Problem.

Looking now at (Stage III) individual Story Coping Style scores, it may be noticed that in Academic Task Achievement these girls scored highest on Response Length and Total Affect of Hero Plus Others. On the Interpersonal Relations story, they were also highest on Response Length and Total Affect of Hero Plus Others. On the Aggression story, they were highest on Response Length. On the Anxiety story (Story Four), they were lowest on Aid/Advice and, again, highest on Response Length. On the Authority story, they were also highest on Response Length as they were on the other Anxiety story (Story Six). And finally, on Nonacademic Task Achievement, they were again highest on Response Length.

TOKYO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS MALES

Aptitude and Achievement

In both Stages I and III these boys scored significantly lower than the mean on all Achievement measures, that is, Math and Reading Achievement and Grade Point Average. On three occasions they were second lowest, and on three the lowest of all fourteen-year-old groups.

In Stage I these boys were also significantly low on the Raven Aptitude measure.

Behavior Rating Scales

These boys did not differ significantly from other groups in the ratings given by their peers on any of the Stage III BRS items. In Stage I they were significantly different only on Academic Task Achievement where they were rated as second lowest (and lowest of all fourteen-year-old groups).

Occupational Values Inventory

One outstanding feature about this group was the very small number of significant differences involving this group (when considering the inter-group rankings). On most values in both Stages I and III, they were around average. In Stage III they were significantly high on Management only, and were not significantly low on any value. In Stage I they were significantly high on Independence and Associates, and, again, were not low on any value.

Turning now to the intra-group comparative rankings, these boys ranked the following values in one of the top four positions in both Stages I and III: Creativity and Self-Satisfaction. In both studies they ranked in the bottom four the values of Prestige, Follow Father, and Esthetics. In Stage III only, they ranked in the top four the values of Associates and Surroundings, and in the bottom four the value Economic Returns.

Occupational Interest Inventory

The only similar finding in both Stages I and III was this group's high ranking on the discrepancy score between the Father's Occupation and the child's own Occupational Aspiration. (Stage III data also indicated that the status level of the Father's Occupation was significantly different from other groups, being fourth lowest.) In Stage I these boys also had the highest discrepancy score between (a) the child's Occupational Aspirations and Expectations, and (b) between the Father's Aspiration for the child and the subject's own aspiration.

Educational Aspiration

This group was not significantly different from other middle groups on the Stage III Educational Aspiration; but they were significantly low (third lowest) in Stage I.

Social Attitudes Inventory

In the Stage III version of the instrument, this group was not significantly different from other groups on any of the SAI scales. In Stage I they also did not differ on any of the four scales.

Views of Life

These boys were highest in the "Active" direction on one subsyndrome: Earned versus Bestowed Status. That is, they tended to choose earned rather than bestowed status. These boys made the most "Passive" choices of all groups on (a) Immediate versus Delayed Action, (b) Independence versus Interdependence, and (c) Total Number of Active Choices. That is, they tended to prefer Delayed Action, Interdependence, and Passive Choices, in general.

Sentence Completion

Looking at the Task Achievement area first, it may be noticed that there were no Stage III differences involving this group. In Stage I they differed only on Attitude where they received the lowest score of all groups tested.

In the Interpersonal Relations area, there was only one difference involving this group, and that was in Stage III where they received the second lowest score on Depressive Affect.

In the Authority area, they were significantly low on Attitude toward Authority in both Stages I and III. They did not differ on other Stage III scales. In Stage I they were also lowest on Frequency of Positive Affect but second highest on Engagement.

In the Anxiety area, these boys in Stage III were lowest on Attitude and second highest on Hostile Affect. They did not differ in Stage I on any Anxiety dimension.

In the Aggression area these boys were not outstanding on any dimension in either Stage I or Stage III.

On the Total Scores there were no similar findings in both Stages I and III. In Stage III these boys were the lowest of all groups on Depressive Affect, while in Stage I they were lowest on Total Attitude.

In Stage III these boys received the lowest score of all groups on

the Parent/Child Interaction scale of the Parent/Child Interaction items. They did not differ on any scale in Stage I.

Though their score was negative, these boys did differ significantly from other middle groups on the Reality/Fantasy Achievement Discrepancy score in Stage III. However, they received the lowest score (or highest negative discrepancy score) in Stage I, indicating that they tended to overestimate their actual achievement.

Story Completion

The Coping Effectiveness scores will be discussed first. This group did not differ from other groups on any of the Stage III Coping Effectiveness ratings. In Stage I they differed only in the Anxiety area where they received the highest score of all eight groups.

Looking next at the Mean Coping Style dimension scores, this group differed on only one Stage III mean score, and that was Total Affect of Hero Plus Others, where they received the lowest score of all groups. In Stage I they differed on only one dimension also, again an Affect dimension. Here, they received the second highest score on Affect Expressed in Conjunction with the Problem.

The Stage III individual story Coping Style dimensions will next be examined. They did not differ on any Academic Task Achievement scale. In the Interpersonal Relations area, they had the lowest score on Positive Affect Expressed by Hero. In the Aggression area they had the second lowest score on Response Length. They did not differ from other groups on any dimension for either Anxiety story (four and six) or for the Authority story. In the Nonacademic Task Achievement area, they were highest of all groups on Implementation and did not differ on other scales.

TOKYO FOURTEEN-YEAR-OLD UPPER-LOWER CLASS FEMALES

Aptitude and Achievement

In both Stages I and III these girls were significantly low on all measures (lowest of all fourteen-year-old groups in all but two cases).

Behavior Rating Scales

There were two findings which were similar in both Stages I and III. These were the significantly low standings of this group, in the eyes of their peers, on Authority and on Peer Relations. In Stage III this group was consistently lowest of all groups on all other items (except coping with Aggression). In Stage I they were significantly low on coping with Aggression and had the second lowest BRS Summary score of all groups (and lowest of the fourteen-year-old sample).

Occupational Values Inventory

Looking first at the inter-group differences in rankings, these girls were significantly high in both Stages I and III on Self-Satisfaction, Security, and Associates. They were significantly low in both studies on Creativity and Follow Father. In Stage III they were also high on Esthetics and low on Management. Stage I findings not replicated in Stage III were their high standing on Surroundings and their low standing on Prestige.

Turning next to the intra-group rankings (comparative rankings of values by this group only), these girls ranked as the top four values in both Stages I and III Self-Satisfaction, Intellectual Stimulation, Surroundings, and Associates, a perfect correspondence between the two studies. Ranked as the bottom four values in both studies were the values: Success, Esthetics, Management, and Follow Father.

Occupational Interest Inventory

In both Stages I and III these girls had significantly low Occupational Aspiration and Expectation levels. In both studies also, they were significantly above the mean in the discrepancy score between their Father's Occupation and their own Occupational Aspiration status level. That is, they aspired to jobs of somewhat higher status than those held by their fathers. (Stage III data indicated that their fathers had the lowest status level jobs of all groups.)

In Stage I only, they had the lowest discrepancy score of all groups between Occupational Aspiration and Expectation, indicating that, while both were low, there was little discrepancy between their desires and what they actually expected to achieve.

Educational Aspiration

In both Stages I and III these girls had the lowest Educational Aspiration level of all groups tested. Interestingly enough, their Mean Aspiration level in both studies was identical.

Social Attitudes Inventory

In the Stage III version of the instrument, this group was lowest of all groups in the number of "good coping" responses they gave in the Task Achievement and Anxiety areas. In the Stage I version, they were significantly low on the Active Defensive scale only.

Views of Life

On all subsyndromes where this group of girls differed significantly from other fourteen-year-old groups, their scores were in the "Active" direction. They were highest of the four groups on Action

versus Inaction, Intrinsic versus Extrinsic, Self-Solver versus Other Solver; and were second highest on Independence versus Interdependence and on the Total Views of Life score. In other words they tended to choose action rather than inaction, intrinsic rather than extrinsic values, independence rather than interdependence, self-solutions rather than solutions by others, and, finally, in general, more active choices overall.

Sentence Completion

In the Task Achievement area the only difference in either study was the Stage III finding that these girls had the lowest score of all groups on Positive Affect.

In the area of Interpersonal Relations, there were no similar findings between Stages I and III. In Stage III they were second highest on Depressive Affect and lowest of all groups on Neutral Affect. In Stage I, however, they were significantly high on Stance, Engagement (both highest), and Coping Effectiveness (third highest).

In the area of Authority, there also were no similar findings between Stages I and III. In Stage III they were lowest of all groups on Engagement and did not differ on any other scale. In Stage I they were highest of all groups on Stance and Coping Effectiveness.

In the Anxiety area there were no similar findings, as there were no significant Stage I findings for this group. In Stage III these girls were highest of all groups on Engagement and Aid/Advice, but second lowest on Hostile Affect.

In the area of Aggression, there were no significant findings involving this group of girls in either Stages I or III.

On the Total Scores, these girls did not differ significantly from other groups on any of the Stage III variables. However, in Stage I, they were highest of all groups on Stance, Engagement, and Coping Effectiveness.

On the Parent/Child Interaction items, the only significant difference for this group was in Stage I where they had the lowest score on Self-Image of all groups.

On the Reality/Fantasy Achievement Discrepancy score, they were significantly low (had a high negative discrepancy score) in both Stages I and III. This means that their fantasized achievement was of a higher level than was their actual achievement.

Story Completion

The Coping Effectiveness scores will be examined first. In both

Stages I and III these girls were significantly high on Coping with Aggression and were highest of all groups on Total Coping Effectiveness. In Stage I they were highest of all groups on Coping Effectiveness in the Academic Task Achievement area.

Looking next at the Mean Coping Style dimension scores, there was one similar finding between Stages I and III. That was their low standing on Mean Negative Affect by Hero in Stage III and their high (number one) standing on Affect Associated with the Problem in Stage I. In Stage III these girls were highest of all groups on Mean Engagement, Initiation, Aid/Advice, and Outcome. There were no additional Stage I differences in the Total Coping Style dimension scores.

The Stage III individual Story Coping Style dimension scores will be next examined. In the Academic Task Achievement story, these girls were highest on Engagement. In the Interpersonal Relations story they were lowest on Negative Affect Expressed by Hero and Total Affect of Hero Plus Others. In the Aggression story they were highest of all groups on Engagement, Initiation, Aid/Advice, and Instrumentality. In the Anxiety area (Story Four), they were highest on Aid/Advice. In the Authority and the (Story Six) Anxiety areas, they did not differ on any of the scales. They also did not differ on any of the scales for the Nonacademic Task Achievement area.

TOKYO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS MALES

Aptitude and Achievement

These boys were significantly higher than average in both Stages I and III on all Achievement measures (Mathematics, Reading, and Grade Point Average). They were highest of all groups on Math Achievement in both studies. In Stage I they were also significantly high on the Raven.

Behavior Rating Scales

These boys did not differ significantly from other groups on any of the Stage III BRS items. In Stage I, they were significantly highly rated by their peers (first or second highest) on Authority and Peer Relations, Self-Assertion, and Coping with Aggression. In all cases they were highest of the fourteen-year-old sample.

Occupational Values Inventory

Examining first the inter-group significant differences, it was noted that these boys were significantly high in both Stages I and III on Independence, and significantly low on Esthetics and Surroundings.

Significant in Stage III only was their high standing on Creativity. In Stage I only, this group was significantly high on Management, Self-Satisfaction, Variety, and the Total Intrinsic score, and significantly low on Security and on the Total Extrinsic score.

Examining next the intra-group rankings (comparative ranking of values by this group only), it may be first noted that in both Stages I and III these boys chose as their four top ranked values: Independence, Creativity, Self-Satisfaction, and Intellectual Stimulation. In both studies they chose as their bottom ranked values Economic Returns, Follow Father, and Esthetics. Ranked in the bottom four in Stage III only was Prestige, while Security was ranked in the bottom four in Stage I only.

Occupational Interest Inventory

In both Stages I and III, these boys had the highest Occupational Aspiration and Expectation levels of all groups. They were also, in both cases, significantly below the mean in the discrepancy score between the status level of their fathers' occupations and their own aspiration levels. (Stage III data indicated that the status level of the father's job for this group was the second highest of all groups.)

Educational Aspiration

In both Stages I and III these boys had the highest Educational Aspiration level of all groups tested. The means indicated that virtually all of these boys aspired to complete a university degree.

Social Attitudes Inventory

In the Stage III version of this instrument, these boys were lowest of all groups in the choice of "good coping" responses for the area of Aggression. In the Stage I version, they received the highest score of all groups on Active Coping.

Views of Life

These boys received the lowest score of all fourteen-year-old groups on Intrinsic versus Extrinsic, and the second lowest on Independence versus Interdependence. This means that on these two subsyndromes their choices tended to be "Passive" and that they preferred intrinsic type values to extrinsic, and preferred interdependence to independence. On the other hand, they received the highest score of all groups on Activity versus Passivity under Stress and on the Total Active score. That is, they tended to prefer activity to passivity when a problem arose, and they tended in general to choose active choices more frequently, though the lack of significant differences on the individual subsyndromes (in the active direction) would suggest that this tendency was slight, but consistent.

Sentence Completion

In the Task Achievement area, there were no similar findings in both Stages I and III, and very few findings at all involving this

group. In Stage III, they were highest of all groups in the expression of Positive Affect. In Stage I, they received the highest score on Coping Effectiveness of all groups.

In the Interpersonal Relations area, there were no Stage III differences involving this group. In Stage I they received the second highest score on Coping Effectiveness and the lowest score on Frequency of Negative Affect.

In the Authority area, again, this group of boys did not differ from other groups on any Stage III variables. In Stage I they were significantly high on both Stance and Engagement.

In the area of Anxiety, there were no similar findings between Stages I and III. In Stage III these boys achieved the lowest score on Engagement and the highest score on Hostile Affect. In Stage I, however, they received the lowest score on Negative Affect and the highest score on Neutral Affect.

In the Aggression area there were no Stage III differences for any group. In Stage I these boys scored highly on Stance and Coping Effectiveness.

On the Total Scores, these boys, again, did not differ significantly from other groups on any of the Stage III variables. In Stage I they were significantly high on Stance and Coping Effectiveness, and lowest on Frequency of Negative Affect.

On the Parent/Child Interaction items, they did not differ from other groups on any item in either Stage I or Stage III.

On the Reality/Fantasy Achievement Discrepancy score, they were not significantly different from other groups in Stage III, but in Stage I they received the third highest score (positive discrepancy), indicating that they tended to underestimate their actual achievement.

Story Completion

The Coping Effectiveness scores will be discussed first. The only similar finding between Stages I and III was the fact that these boys received the lowest score of all groups in both studies on Total Coping Effectiveness. In Stage III only they were lowest in coping in the Interpersonal Relations area. In Stage I they were lowest of all groups in the Aggression area, Authority (Story Two), and Academic Task Achievement. They were second highest, however, on coping with Anxiety.

The Total Coping Style dimension scores will be discussed next. In Stage III they were lowest of all groups on Mean Initiation but did not differ on other dimensions. In Stage I they were lowest on Stance

and Attitude toward Authority, and highest of all groups on Sociability.

The individual story Coping Style dimension scores for Stage III will be discussed next. In the Academic Task Achievement area, they did not differ on any scales. In the Interpersonal Relations area they were lowest of all groups on Initiation. In the areas of Aggression and Anxiety (Stories Four and Six), they did not differ on any scales. In the Authority area they were lowest of all groups on Positive Affect Expressed by Hero. They also were not outstanding on any scale in the Nonacademic Task Achievement area.

TOKYO FOURTEEN-YEAR-OLD UPPER-MIDDLE CLASS FEMALES

Aptitude and Achievement

These girls scores significantly higher than the mean in both Stages I and III on all Achievement measures (Mathematics, Reading, and Grade Point Average). On Reading they were highest of all groups in both studies but were the lowest of all upper-middle groups on Mathematics. In Stage I these girls were also significantly high (second highest) on the Raven.

Behavior Rating Scales

In Stage III these girls did not differ from other groups on any of the ratings given them by their peers. In Stage I they were highest of all groups on Academic Task Achievement and second highest on the BRS Summary score.

Occupational Values Inventory

These girls were significantly high (compared to the rankings given to the values by other groups) in both Stages I and III on Independence, Self-Satisfaction, Variety, and the Total Intrinsic score (where they were highest both times). They were significantly low in both studies on Management, Creativity, and the Total Extrinsic score (where they were lowest both times). In Stage III only, they were also significantly low on Security. Findings in Stage I not replicated in Stage III were the comparatively high ratings by this group of Esthetics, Intellectual Stimulation, and Associates. Also, in Stage I only, they were significantly low (compared to other groups) on Success, Prestige, Economic Returns, and Follow Father.

Looking next at the intra-group rankings, it may be noted that they chose as their top four values in both Stages I and III the same values. These were Self-Satisfaction, Intellectual Stimulation, Independence, and Surroundings. Ranked lowest in both studies were the values of Success, Management, and Follow Father. In Stage III only, they also ranked Security as one of their least preferred values, while in Stage I it was Economic Returns which was ranked lowly.

Occupational Interest Inventory

The only similar finding in both Stages I and III was the significantly low discrepancy score between the status level of their Father's Occupation and their own Occupational Aspirations. (Stage III data indicated that the status level of the father's job for this group was highest of all groups.) In Stage I only, these girls were significantly high on Occupational Expectation.

Educational Aspiration

In Stage III these girls' Educational Aspiration level did not differ significantly from other middle groups. However, in Stage I it was the third highest.

Social Attitudes Inventory

In the Stage III version of the instrument these girls did not differ significantly from other groups on any of the scales. In the Stage I version, they were significantly high on Active Coping but lowesr of all groups on both Passive Coping and the Active Defensive scale.

Views of Life

These girls were the highest of all of the fourteen-year-old groups on the number of "Active" choices made for Immediate versus Delayed Action and Independence versus Interdependence. That is, they tended to choose immediate action and independence. The remainder of the significant differences for this group were in the "Passive" direction. These were for the subsyndromes of Action versus Inaction, Earned versus Bestowed Status, Self-Solver versus Other Solver, Activity versus Passivity under Stress, and on the Total Number of Active Choices. That is, they tended to prefer inaction, bestowed status, solutions by others, passivity under stress, and, in general, the more passive choices.

Sentence Completion

In the Task Achievement area, these girls did not differ on any of the scales in either Stages I or III.

In the Interpersonal Relations area there were no similar findings in both Stages I and III. In Stage III these girls were lowest on Hostile Affect but highest on Depressive Affect. In Stage I they received the highest score of all groups on Coping Effectiveness.

In the Authority area these girls did not differ on any Stage III scales and were significant only on one Stage I scale. For, in Stage I, they had the lowest score on Attitude toward Authority of all groups.

In the Anxiety area there were also no similar findings between Stages I and III. In Stage III these girls were lowest of all groups on Stance and Hostile Affect. In Stage I, they were highest on Negative Affect and lowest on Neutral Affect.

In the Aggression area, as mentioned earlier, there were no Stage III differences. In Stage I, however, these girls were highest of all groups on Stance, Engagement, Coping Effectiveness, and Neutral Affect. They were lowest on Negative Affect.

For the Total Scores, these girls had the highest Total Depressive Affect score and the lowest Total Hostile Affect score in Stage III. They did not differ on any of the Total Scores in Stage I.

On the Parent/Child Interaction items, there were no similar findings between Stages I and III. In Stage III they were lowest of all groups on Self-Concept, Interaction with Mother, and Interaction with Father. However, in Stage I, they were highest of all groups on Interaction with Mother.

On the Reality/Fantasy Achievement Discrepancy, these girls received the highest score in both studies (highest positive discrepancy). This indicates that these girls tended, to a great extent, to underestimate their actual achievement level.

Story Completion

The Coping Effectiveness scores will be discussed first. These girls did not differ significantly from other groups on any of the Stage III Coping Effectiveness scores. However, in Stage I, these girls were significantly high on Coping Effectiveness for the areas of Aggression, Anxiety, Interpersonal Relations, and for the Total Score.

The Total Coping Style dimensions will be discussed next. Again, these girls did not differ from other groups on any of the Stage III mean scores. In Stage I they were highest on Affect Expressed in Conjunction with the Outcome, Persistence, and Attitude toward Authority.

The Stage III individual story Coping Style scores will be discussed next. In the Academic Task Achievement story these girls received the highest score on Stance but the lowest score on Engagement. In the Interpersonal Relations story, they were lowest on Engagement, Aid/Advice, Solver, Implementation, and Instrumentality, but highest on Positive Affect by Hero. In the Aggression story they were second highest on Response Length but did not differ on other dimensions. In the Anxiety area (Story Four), they did not differ from other groups on any of the dimensions. In the Authority story, they received the highest score on Outcome. In the Anxiety area (Story Six), they were highest on Aid/Advice and second highest on Response Length. They did not differ on any dimensions for the Non-academic Task Achievement story.

ANOVA OF MEANS:
SAMPLE DIFFERENCES BY AGE, SOCIOECONOMIC STATUS, AND SEX

APTITUDE AND ACHIEVEMENT

Age

As expected, since the Aptitude and Achievement tests' scores were standardized within each age group, there were no significant Age differences in either Stage I or Stage III.

However, there were three significant Age x SES interactions in Stage III which had not appeared in Stage I. For Mathematics Achievement, Reading Achievement, and Grade Point Average, at both age levels, the upper-middle class children excelled the upper-lower class children. However, this difference in favor of the middle class was accentuated in the fourteen-year-old sample in each case. There were no significant Age x Sex interactions in Stage III; however, there were two in Stage I not replicated in Stage III. For the Raven, in Stage I, at age ten the females received the higher scores, while at age fourteen the males excelled. For Grade Point Average, at both age levels the females were significantly higher than the males. However, this difference in favor of the females was accentuated significantly in the fourteen-year-old group.

Socioeconomic Status

In both Stages I and III the upper-middle class scored significantly higher than did the upper-lower class on Aptitude and on all three Achievement measures. There were no significant SES x Sex interactions in either Stages I or III.

Sex

There was one similar finding in both Stages I and III, and that was that the females scored significantly higher than the males on the Reading Achievement test. There were no other Sex differences in Stage III. However, in Stage I there were significant Sex differences found for both the Raven Aptitude measure and for Grade Point Average. In both cases, the females received significantly higher scores than did the males.

BEHAVIOR RATING SCALES

Age

There were no common Age main effects between Stages I and III. In Stage III there were seven significant Age differences, all in favor of the ten-year-olds. The ten-year-olds, thus, excelled on Academic Task Achievement, Authority, and Peer Relations, Self-Assertion,

Initiation, Solver, and Anxiety. The only Stage I Age main effect was for Academic Task Achievement where (contrary to the Stage III findings) the fourteen-year-olds excelled the ten-year-olds.

In Stage III, though there were many more significant Age main effects than in Stage I, there were no significant interactions whatsoever, either for Age x SES or Age x Sex.

In Stage I there was an Age x SES interaction for Nonacademic Task Achievement. In both age groups, the middle-class children received significantly higher scores. but this difference in favor of the middle class was much larger in the ten-year-old sample than in the fourteen-year-old sample.

There were also significant Age x Sex interactions for all Peer BRS items. The identical interaction effect occurred for the following variables: Authority, Peer Relations, Self-Assertion, coping with Aggression, and the BRS Summary score. In each case, at age ten the females received the higher scores, while at age fourteen the males received higher scores. For Academic Task Achievement, the females received higher scores in both age samples. However, this difference in favor of females was larger in the ten-year-old sample than in the fourteen-year-old sample. In Nonacademic Task Achievement, at age ten the females received more positive nominations than did the males; but at age fourteen there was virtually no sex difference. In Anxiety (becoming easily upset), the females received higher scores at both age levels; but this difference in favor of the females was significantly greater at age ten than at age fourteen.

Socioeconomic Status

In both Stages I and III, the upper-middle class children received higher scores than did the upper-lower class children on Academic Task Achievement, Authority Relations, Anxiety, and Self-Assertion. In addition, in Stage III, the upper-middle class children excelled on the new variables of Implementation, Initiation, and Solver. Stage I differences not replicated in Stage III included the higher standings of the upper-middle class children on Nonacademic Task Achievement, Peer Relations, coping with Aggression, and the BRS Summary score. There was only one SES x Sex interaction and that was in Stage I. Here, for Self-Assertion, in the upper-lower class the females received the higher scores, while in the upper-middle class the males scored higher.

Sex

On only one item were there similar Sex findings in both Stages I and III. In the Anxiety area the males scored higher in both studies, indicating better control of their anxious feelings. There were two additional Stage III Sex differences. For both Authority and

Initiation, the females scored significantly higher than did the males. In Stage I the females scored higher on both Academic and Nonacademic Task Achievement, and on the BRS Summary score.

OCCUPATIONAL VALUES INVENTORY

Age

There were eight scores (six values plus the two Total Scores) where there were similar Age differences in both Stages I and III. In both studies the fourteen-year-old children received significantly higher scores on Independence, Self-Satisfaction, Associates, Variety, and on the Total Intrinsic score. The ten-year-olds scored higher on Creativity, Follow Father, and the Total Extrinsic score in both studies. Significant in Stage III only were the higher scores of the ten-year-olds on Altruisn and Surroundings. Significant in Stage I only were the higher scores of the ten-year-olds on Success, Prestige, and Economic Returns.

There were no similar Age x SES interactions in both studies. In Stage III there was one Age x SES interaction for Management. At age ten the upper-middle class children received higher scores, while at age fourteen the upper-lower class children scored higher. In Stage I there were two significant Age x SES interactions, one for Altruism and the other for Independence. For Altruism in the ten-year-old sample, the upper-middle class children scored higher, while in the fourteen-year-old sample, the upper-lower class scored higher. For Independence, at age ten the upper-lower children scored higher, while at age fourteen the upper-middle class children were higher.

There were also no similar Age x Sex interactions in both studies. In Stage III the one significant Age x Sex interaction was for Follow Father. In both age samples the males scored higher on this value than did the females; however, this difference in favor of the males was accentuated in the ten-year-old sample.

Significant Age x Sex interactions occurred in the Stage I study for Management, Self-Satisfaction, and Security. For Self-Satisfaction and Security, at age ten the males scored higher than the females; but at age fourteen this was reversed with females scoring higher. For Management, in both age groups the males received the higher scores. However, this difference in favor of the males was significantly greater in the fourteen-year-old sample than in the ten-year-old sample.

Socioeconomic Status

There were five Social Class main effects which were similar in both Stages I and III. In both studies, the upper-middle class children scored higher on Independence and the Total Intrinsic score. Also,

in both studies the upper-lower class children scored higher on Security, Surroundings, and the Total Extrinsic score. In Stage III only the upper-middle class children also scored higher on Follow Father. In Stage I only, the upper-middle class children scored higher on Intellectual Stimulation and Variety.

There were no similar SES x Sex interactions in both studies. In Stage III there were significant SES x Sex interactions for both Altruism and Follow Father. For Altruism, in the upper-lower class, the females excelled, while in the upper-middle class, the males scored higher. For Follow Father, in both social classes the males scored higher; however, this difference in favor of the males was accentuated in the upper-lower class sample. In Stage I there were significant SES x Sex differences in Esthetics and in Management. For Esthetics, in both social classes the females scored higher; but this difference in favor of the females was greater in the upper-middle class than in the upper-lower class. For Management, in both social classes the males excelled. However, this difference in favor of the males was greater in the upper-middle class than in the upper-lower class.

Sex

There were five values where there were similar Sex main effects in both Stages I and III. In both studies, the females scored significantly higher on Esthetics, Intellectual Stimulation, and Surroundings. The males scored significantly higher on Management and Creativity. In Stage III only, the females scored higher on Self-Satisfaction and on the Total Intrinsic score, while the males scored higher on the Total Extrinsic score. In Stage I only, the females scored higher on Altruism, Security, and Associates. The males scored higher on Independence, Success, Prestige, and Follow Father.

OCCUPATIONAL INTEREST INVENTORY

Age

There was one similar Age main effect in both Stages I and III. That is, in both studies the fourteen-year-olds had higher Occupational Aspirations than did the ten-year-olds. In Stage III only, the fourteen-year-olds had a greater discrepancy score between their Occupational Aspiration and Expectation levels than did the ten-year-olds. In Stage I only, the fourteen-year-old sample also had higher Occupational Expectations than did the ten-year-olds. In addition, the fourteen-year-olds had greater discrepancy scores for (a) the discrepancy between their Father's Occupation and their own Occupational Aspiration; and for (b) the discrepancy between the (perceived) Aspiration of the father for the child and the child's own Aspiration.

There was only one Age x SES interaction, and that was in Stage I

where the discrepancy between Father's Occupation and Child's Aspiration was greater in the upper-lower class for both age groups. However, this discrepancy was accentuated in the ten-year-old sample. There were no significant Age x Sex interactions in either Stage I or Stage III.

Socioeconomic Status

There were three Social Class main effects which were significant in both Stages I and III. The upper-middle class children had significantly higher Occupational Aspirations and Expectations in both studies than did upper-lower class children. Also, the upper-lower class children had the greater discrepancy scores between the status level of their fathers' occupations and their own Occupational Aspiration levels. (Stage III data, naturally, indicated that the upper-middle class children's fathers had higher status level jobs than did the fathers of the upper-lower class children.) In Stage I only, the upper-lower class children had the greater discrepancy scores between the (perceived) aspirations their fathers held for them and their own aspirations.

There were two SES x Sex interactions that were similar in both Stages I and III. For Occupational Expectation, in both social classes the males had greater expectations than the females. However, this difference in favor of the males was significantly greater in the upper-middle class sample than in the upper-lower class sample. The discrepancy score between Occupational Aspiration and Expectation was greater for the males in the upper-lower class, but greater for the females in the upper-middle class. Significant in Stage I only was a SES x Sex interaction for the Father's Aspiration/Child's Aspiration discrepancy score. Here, in the upper-lower class the males had the greater discrepancy score, while in the upper-middle class the females' discrepancy score was greater.

Sex

There were three Sex differences which were significant in both Stages I and III. For both Occupational Aspiration and Expectation, the males had higher levels than did the females in both studies. Also, the discrepancy between the Father's Occupation and the Child's Aspiration was significantly greater for the males than for the females. In Stage I only, there were two additional Sex differences, both in favor of the males. For the (a) discrepancy between Child's Aspiration and Expectation, and (b) the discrepancy between Father's (perceived) Aspiration for the Child and the Child's own Aspiration, the males had greater discrepancy scores.

EDUCATIONAL ASPIRATION

Age

There was no significant Age main effect in either Stage I or Stage III. In Stage I, however, there was a significant Age x SES interaction. In both age groups, the upper-middle class had the higher Educational Aspiration; however, in the fourteen-year-old sample this difference in favor of the males was accentuated, compared to the ten-year-old difference.

Socioeconomic Status

In both Stages I and III the upper-middle class children had significantly greater Educational Aspiration levels than did the upper-lower class children. In Stage I only, there was a significant SES x Sex interaction. In both social classes, the males had higher Educational Aspiration levels than did females. However, this difference in favor of the males was much larger in the upper-lower class sample than in the middle-class sample.

Sex

In both Stages I and III, the males had significantly higher Educational Aspiration levels than did the females.

SOCIAL ATTITUDES INVENTORY

Age

In the Stage III version there were three significant Age differences, all in favor of the ten-year-olds. The ten-year-olds gave significantly more "good coping" responses in the areas of Task Achievement, Authority, and on the Total Score. (In the Stage I version of the instrument, the ten-year-olds scored higher on the Passive Coping and Active Defensive scales, while the fourteen-year-olds were higher on Active Coping.) There were no significant Age x SES or Age x Sex interactions in either the Stage I or Stage III versions of the instrument.

Socioeconomic Status

In the Stage III version of the instrument, the upper-middle class children gave significantly more "good coping" responses in the areas of Task Achievement and Anxiety. (In Stage I, the upper-middle class children made significantly more Active Coping choices.)

There was a significant SES x Sex interaction in the Stage III version for the Anxiety area. In both social classes, the males gave more "good coping" responses than did the females. However, this difference in favor of the males was accentuated in the upper-middle class

sample, compared to the upper-lower class sample. There was also a significant SES x Sex interaction in the Stage I version for the Active Defensive scale. Here, in both social classes, the males received higher scores. However, the difference in favor of the males was significantly greater in the upper-lower class sample than in the upper-middle class sample.

Sex

In the Stage III version of the instrument, the females gave significantly more "good coping" responses in the Aggression area, while the males gave more "good coping" responses in the Anxiety area. (In the Stage I version of the instrument, the males scored higher than the females, on both Active Coping and Active Defensive responses.

VIEWS OF LIFE

Age

There were no age differences since this instrument was administered only to the fourteen-year-old sample.

Socioeconomic Status

The upper-lower class children made the "Active" choice more often on the subsyndrome of Action vs. Inaction. That is, they tended to prefer action to inaction in the face of a problem. The upper-middle class children made the "Active" choice more often on the subsyndromes of: (a) Task Achievement versus Interpersonal Relations, (b) Competition versus Cooperation, and (c) Positive versus Negative Self-Concept. That is, they tended to prefer task achievement orientation and competition, and had a more positive self-concept.

There were two significant SES x Sex interactions, both in the same direction. These were for (a) Self-Solver versus Other Solver, and (b) Instrumentality versus Fantasy. In both cases, in the upper-lower class the females gave the more "Active" choices, while in the upper-middle class the males gave more "Active" choices. The "Active" choices in both items were Self-Solver and Instrumentality.

Sex

The females more frequently made the "Active" choice on the subsyndromes of (a) Immediate versus Delayed Action and (b) Intrinsic versus Extrinsic values. That is, they tended to prefer immediate action in face of problems, and to prefer extrinsic values. The males more frequently made "Active" choices on the subsyndrome of Positive versus Negative Self-Concept. That is, they tended to have a more positive self-concept.

SENTENCE COMPLETION

Task Achievement

Age: There were no similar age findings between Stages I and III in this area. In Stage III the ten-year-old children gave significantly more Hostile Affect, while the fourteen-year-olds gave more Neutral Affect. In Stage I the fourteen-year-olds had a significantly higher Coping Effectiveness score than did the ten-year-olds.

There was one significant Age x SES interaction in Stage III for the dimension of Aid/Advice. Here, in both age groups the upper-middle class children received higher scores; but this difference in favor of the upper-middle class was accentuated in the ten-year-old sample, as compared to the difference in the fourteen-year-old sample. There were no significant Age x Sex interactions in either study.

Socioeconomic Status: There were no similar Social Class findings which appeared in both Stages I and III, though all findings were in favor of the upper-middle class. In Stage III, the upper-middle class children scored significantly higher on Task Achievement Stance, Engagement, Aid/Advice, and Coping Effectiveness. In Stage I, they scored significantly higher on Attitude toward Task Achievement. There were two interactions involving SES x Sex in Stage I, one for Negative Affect and the other for Neutral Affect. In the upper-lower class the males expressed significantly more Negative Affect, while in the upper-middle class the females expressed more. The opposite interaction, of course, was found for Neutral Affect. That is, in the upper-lower class the females expressed more Neutral Affect, while in the upper-middle class the males expressed more.

Sex: There were no Stage III Sex differences in the Task Achievement area, and only one in Stage I. There, the females expressed a significantly more positive attitude than did the males.

Interpersonal Relations

Age: There was one finding in both Stages I and III which could be interpreted as similar. That is, in Stage III the ten-year-olds scored higher on Hostile Affect, while in Stage I they scored higher on Negative Affect. (This finding is similar only if one assumes that the Stage I Negative Affect was composed more of Hostile than of Depressive Affect.) The only other Stage III Age difference was for Depressive Affect, where the fourteen-year-olds scored significantly higher than did the ten-year-olds. Findings in Stage I only included the superiority of the fourteen-year-olds on Stance, Engagement, Coping Effectiveness, and Neutral Affect.

There was one significant Age x SES interaction in Stage III for Depressive Affect. In the ten-year-old sample there was virtually no

Social Class difference. However, at age fourteen the upper-middle class children expressed more Depressive Affect.

There was also one significant Age x SES interaction in Stage I, that being for Stance. Here, in the ten-year-old sample, the upper-middle class children received higher scores, while in the fourteen-year-old sample the upper-lower class children scored higher.

There were a number of significant Age x Sex interactions in Stage III only. For Stance, Engagement, Coping Effectiveness, and Neutral Affect, at age ten the females received the higher scores, while at age fourteen the males scored higher. On Aid/Advice in the ten-year-old sample the females scored higher, while in the fourteen-year-old sample there was virtually no Sex difference. On Depressive Affect, in the ten-year-old sample there was virtually no Sex difference, but in the fourteen-year-old sample the females scored higher than did the males.

Socioeconomic Status: There were no significant Social Class differences in Stage III. In Stage I, the upper-middle class children scored significantly higher than did the upper-lower class on Coping Effectiveness and Neutral Affect. The upper-lower class children scored higher on Negative Affect. In Stage III, there was one significant SES x Sex interaction for Hostile Affect. In both social classes the males received significantly higher scores than did the females. However, in the upper-middle class this difference in favor of the males was accentuated when compared to that of the upper-lower class.

Sex: There were two significant Sex differences in Stage III, and none in Stage I. In Stage III, the males scored significantly higher on Hostile Affect, while the females scored higher on Depressive Affect.

Authority

Age: The only common Age main effect found in both Stages I and III was for Attitude toward Authority. In both cases, the ten-year-olds had more positive attitudes than did the fourteen-year-olds. In Stage III only, the ten-year-olds also scored higher on Engagement and Depressive Affect. However, in Stage I the fourteen-year-olds scored higher on Engagement. They also scored higher on Coping Effectiveness and Neutral Affect, while the ten-year-olds scored higher on Negative Affect (which may be similar to their higher score on Depressive Affect in Stage III).

There were no significant Age x SES interactions in Stage III, but there were two in Stage I (for Stance and for Engagement). For Stance, at age ten the upper-middle class children scored higher, while at age fourteen there was virtually no Social Class difference. For Engagement, at age ten the upper-middle class children scored higher, while

at age fourteen the upper-lower class children scored higher.

In Stage III there were also no significant Age x Sex interactions. There was only one in Stage I, and that was for Engagement. In the ten-year-old sample, the females scored significantly higher, while at age fourteen the males scored higher.

Socioeconomic Status: There were no similar Social Class findings in both Stages I and III. In Stage III the upper-middle class children scored significantly higher on Coping Effectiveness; while in Stage I they scored higher on Stance.

There were two SES x Sex interactions in Stage III, one for Hostile Affect and the other for Neutral Affect. For Hostile Affect, in the upper-lower class the females received significantly higher scores, while in the upper-middle class the males scored higher. For Neutral Affect, in the upper-lower sample the males received higher scores, while in the upper-middle sample there was virtually no Sex difference. There were also two significant SES x Sex interactions in Stage III, one for Stance and the other for Coping Effectiveness. In both cases, in the upper-lower class sample the females scored higher, while in the upper-middle class sample the males scored higher.

Sex: There were no similar Sex main effects in both Stages I and III. In Stage III the females scored significantly higher on Depressive Affect, while the males were higher on Neutral Affect. In Stage I, the females scored significantly higher than the males on Positive Affect.

Anxiety

Age: In Stage III the ten-year-old children received significantly higher scores on both Attitude and Stance than did the fourteen-year-olds. There were no significant Age main effects in Stage I.

In Stage III, there were two significant Age x SES interactions, one for Engagement and the other for Aid/Advice. In both cases, in the ten-year-old sample the upper-middle class children scored higher, while in the fourteen-year-old sample the upper-lower class scored higher.

There were two significant Age x Sex interactions in Stage III, one for Hostile Affect and the other for Positive Affect. For Hostile Affect, in both age groups the males scored higher than did the females. However, this difference in favor of the males was accentuated in the fourteen-year-old sample, compared to the ten-year-old sample. For Positive Affect, at age ten the upper-middle class children received higher scores, while at age fourteen the upper-lower class scored higher.

There were also two significant Age x Sex interactions in the Stage I data, one for Negative and the other for Neutral Affect. For Negative Affect, in the ten-year-old sample, the males scored higher, while in the fourteen-year-old sample the females scored higher. The opposite interaction occurred for Neutral Affect. That is, at age ten the females excelled, while at age fourteen the males excelled.

Socioeconomic Status: There was only one Social Class difference in Stage III, and none in Stage I. In Stage III, on Stance the upper-lower class children scored significantly higher than did the upper-middle class children. There were no SES x Sex interactions in Stage III, and only one in Stage I. In Stage I there was a significant SES x Sex interaction for the variable Engagement. In the upper-lower class the females received the higher scores; however, in the upper-middle class the males scored higher.

Sex: There were no identical Sex differences present in both Stages I and III. In Stage III, the females scored significantly higher than the males on Engagement, Aid/Advice, and Depressive Affect. The males scored higher on Hostile Affect. In Stage I, the females scored higher on Negative Affect (which could be construed as a similar finding to their high Stage III Depressive Affect score). The males were significantly higher on Neutral Affect.

Aggression

Age: There were no significant Age main effects in Stage III. In Stage I, the fourteen-year-old sample scored significantly higher than did the ten-year-old group on Stance, Engagement, Coping Effectiveness, and Neutral Affect; while the ten-year-olds scored higher on Negative Affect.

There were no significant Age x SES or Age x Sex interactions in either Stages I or III.

Socioeconomic Status: There were no similar Social Class findings in both Stages I and III. In Stage III only, the upper-lower class children scored higher on Engagement than did the upper-middle class children. In Stage I, however, the upper-middle class children scored higher on Engagement, as well as on Stance and Coping Effectiveness. There was one significant SES x Sex interaction in Stage III and that was for Stance. In the upper-lower class the females received significantly higher scores, while in the upper-middle class the males scored higher. There were no SES x Sex interactions in Stage I.

Sex: There were no significant Sex main effects in either Stages I or III.

Total Scores

Age: There were two similar Age main effects between Stages I and III in the Total Scores. For Total Attitude, in both studies the ten-year-olds had significantly more positive Attitude scores than did the fourteen-year-olds. In Stage III the ten-year-olds were significantly higher on Hostile Affect, while in Stage I they were significantly higher on Negative Affect. If we were to assume that the Stage I Total Negative Affect score was primarily Hostile in nature, then these two findings would be seen to be similar. This assumption cannot be unequivocally made. In Stage III, the fourteen-year-old sample scored significantly higher on Stance, Engagement, Coping Effectiveness, and Neutral Affect.

There were no significant Age x SES interactions for the Stage III Total Scores; but there was one in Stage I for Stance. Here, at the ten-year-old level the upper-middle class children scored higher than did the upper-lower class. However, in the fourteen-year-old sample, the upper-lower class children scored higher.

There was only one significant Age x Sex interaction in Stage III (and none in Stage I). In Stage III, for Depressive Affect, in both age groups the females received the higher scores. However, this difference in favor of the females was accentuated in the fourteen-year-old sample, compared to the ten-year-old sample.

Socioeconomic Status: There were no significant Social Class main effects in Stage III, and only one in Stage I. This was for Coping Effectiveness, where the upper-middle class sample was significantly higher than the upper-lower class.

There was one SES x Sex interaction in Stage III for Hostile Affect. In the upper-lower class there was virtually no Sex difference; however, in the upper-middle class, the males scored significantly higher than did the females. In Stage I there were two SES x Sex interactions, one for Stance and the other for Coping Effectiveness. In both cases, in the upper-lower class the females scored higher, while in the upper-middle class the males scored higher.

Sex: There were two significant Sex main effects in Stage III, one for Hostile Affect and the other for Depressive Affect. The males scored significantly higher on Hostile Affect, while the females scored higher on Depressive Affect. There were no Sex differences in the Stage I Total Scores.

Parent/Child Interaction Scales

Age: There were two similar Age main effects found in both Stages I and III. For both Self-Image and Interaction with Father, the ten-year-old children scored significantly higher than did the

fourteen-year-olds. In addition, in Stage III the ten-year-olds scored higher on Parent/Child Interaction and interaction with Mother. In Stage I, the fourteen-year-old children scored higher on Interaction with Mother.

There was one significant Age x SES interaction in Stage III only, and this was for the Self-Concept scale. In the ten-year-old sample, the upper-middle class children had the higher Self-Concept, while in the fourteen-year-old sample, the upper-lower class children scored higher. There were no Age x SES interactions in Stage I data. There was one significant Age x Sex interaction in Stage III for the Interaction with Mother item. In the ten-year-old sample the males received the higher scores, while in the fourteen-year-old sample, the females scored higher. Again, there were no Age x Sex interactions in Stage I.

Socioeconomic Status: There were no significant Social Class differences in Stage III, and only one in Stage I -- that for Interaction with Father. The upper-lower class children scored higher on this scale than did the upper-middle class children. There were no significant SES x Sex interactions in either study.

Sex: There were no similar Sex findings in both Stages I and III. In Stage III, the males had a significantly higher Self-Concept than did the females. In Stage I, the females received higher scores on Parent/Child Interaction and on Interaction with Mother.

Reality/Fantasy Achievement Discrepancy Score

Age: There was no significant Age main effect in either Stage I or Stage III. In Stage I there was a significant Age x SES interaction. In both age samples the upper-middle class children received higher scores. However, this difference in favor of the upper-middle class was accentuated in the fourteen-year-old sample, when compared to the ten-year-old sample.

Socioeconomic Status: In both Stages I and III the upper-middle class children received a significantly higher score than did the upper-lower class children. There were no significant SES x Sex interactions in either study.

Sex: There was no Sex difference in Stage III, but in Stage I the females received a significantly higher score.

STORY COMPLETION

Coping Effectiveness

Age: There were no similar Age main effects present in both Stages I and III. In Stage III the ten-year-olds scored higher on the Interpersonal Relations story than did the fourteen-year-olds. On the

other hand, the fourteen-year-old sample received a significantly higher score on the Aggression story and also on the Total Coping Effectiveness score. In Stage I, the fourteen-year-olds received significantly higher scores on the stories relating to Anxiety, Interpersonal Relations (Story Seven), and Total Coping Effectiveness.

There were two significant Age x SES interactions in Stage III only, one being for the Aggression story and the other for Total Coping Effectiveness. In both cases, in the ten-year-old sample the upper-middle class children scored higher, while in the fourteen-year-old sample the upper-lower class children scored higher. There were two significant Age x Sex interactions in Stage I only, one for Coping Effectiveness with Father's Authority and the other for Total Coping Effectiveness. In the Authority story, at age ten the males scored higher, while at age fourteen the females scored higher. For Total Coping Effectiveness, at both age levels the females received higher scores. However, this difference in favor of the females was significantly greater in the fourteen than in the ten-year-old sample.

Socioeconomic Status: There were two significant Social Class main effects in Stage III (and none in Stage I). For the Interpersonal Relations story, the upper-lower class children scored higher than did the upper-middle class children. This was also the case on the Total Coping Effectiveness score. There were no significant SES x Sex interactions in either Stages I or III.

Sex: There was one similar Sex main effect in both Stages I and III. In both studies the females received significantly higher Coping Effectiveness scores in the Aggression area than did the males. There were no other Stage III significant Sex differences. In Stage I the females also scored significantly higher on coping with Authority (Mother's), Interpersonal Relations (Story Four), Academic Task Achievement, and Total Coping Effectiveness. The males scored significantly higher on the Anxiety story.

Coping Style Dimensions

The Total Scores for the Coping Style dimensions will be discussed separately, and first, since they were available in both Stages I and III.

Age: There was only one similar Age main effect on the Total Scores in both Stages I and III, and this was for Total Engagement, where in both studies the fourteen-year-olds scored signigicantly higher than did the ten-year-olds. In Stage III only, the fourteen-year-olds also scored higher on Mean Initiation, and Aid/Advice. In Stage I only, the fourteen-year-olds scored higher on Implementation, both Affect scales, and Persistence. However, the ten-year-olds received the higher score on Stance.

There were four significant Age x SES interactions in the Stage III Total Scores (though there were none in Stage I). For both Mean Aid/Advice and Implementation, in the ten-year-old sample, the upper-middle class children scored higher; while in the fourteen-year-old sample, the upper-lower class children were higher. For Mean Engagement, the upper-lower class children scored higher at both age levels. However, this difference in favor of the upper-lower class was accentuated in the fourteen-year-old group as compared to the ten-year-old group. For Mean Initiation in the ten-year-old sample there was virtually no Social Class difference, while at age fourteen the lower-class children received the higher scores.

There were no significant Age x Sex interactions in Stage III, and only one in Stage I. This was for Stance where, at both age levels, the females received higher scores. However, this difference in favor of the females was accentuated in the fourteen-year-old sample, compared to the ten-year-old sample.

Socioeconomic Status: The Social Class main effects for Mean Affect scores should be discussed first since differences appeared in both Stages I and III, though the nature of the scales was somewhat different in the two studies. In Stage III, the upper-middle class children scored higher on both Mean Negative Affect by Hero and Mean Total Affect of Hero Plus Others. In Stage I, the upper-lower class children scored higher on Affect Expressed in Conjunction with the Problem. Thus, the upper-lower expressed more Positive Affect in Stage I and less Negative Affect in Stage III. These findings could be considered to be similar, though certainly not identical. In Stage III only, the upper-lower class children scored significantly higher on Mean Engagement and Initiation; while the upper-middle class children scored higher on Response Length. In Stage I only, the upper-lower class children scored higher on Stance. There were no significant SES x Sex interactions in either Stage I or Stage III.

Sex: There was one Sex main effect which was somewhat similar (though not identical) in both Stages I and III. In Stage III the females received higher scores on Positive Affect Expressed by Hero, while in Stage I they received higher scores on Affect Expressed in Conjunction with the Outcome. Also, in Stage III only, the females scored higher than the males on Mean Aid/Advice, Evaluation of Outcome, and Response Length. In Stage I, the females scored higher on Mean Stance, Initiation, Implementation, and Persistence. Thus, though the same scales did not show similar Sex differences across the two studies, all differences in the two studies were in favor of the females.

Stage III Individual Story Coping Style Dimensions

Age: On the Academic Task Achievement story the fourteen-year-olds scored significantly higher on Initiation and Aid/Advice. There were

no significant interactions of any sort for the dimensions in this area.

On the Interpersonal Relations story, the ten-year-olds scored significantly higher on Stance, Engagement, Initiation, Aid/Advice, Solver, Implementation, Total Affect of Hero Plus Others, and Instrumentality. There was one significant Age x SES interaction for Implementation. At both age levels, the upper-lower class children received higher scores. However, this difference in favor of the upper-lower class children was accentuated in the fourteen-year-old sample as compared to the ten-year-old sample.

In the Aggression story the fourteen-year-old children scored significantly higher on Engagement, Initiation, Aid/Advice, Solver, and Instrumentality. There were five significant Age x SES interactions for this story. All five interactions were of the same nature and were for Engagement, Initiation, Aid/Advice, Evaluation of Outcome, and Instrumentality. In each case, in the ten-year-old sample the upper-middle class children scored higher, while at age fourteen the upper-lower class children scored higher. There was one significant Age x Sex interaction for Instrumentality. At both age levels, the females received higher scores; however, this difference in favor of the females was accentuated in the fourteen-year-old sample when compared to the ten-year-old sample.

For the Anxiety area (Story Four), the fourteen-year-olds scored significantly higher on Stance, Engagement, and Response Length. There were no significant Age x SES or Age x Sex interactions for this story.

For the Authority story, the fourteen-year-olds scored higher on Outcome, while the ten-year-olds scored higher on Positive Affect by Hero. There was one significant Age x SES interaction for Total Affect of Hero Plus Others. In the ten-year-old sample, the upper-middle class children scored higher, while in the fourteen-year-old sample the upper-lower children scored higher. There were three significant Age x Sex interactions in this area. For both Aid/Advice and Solver, in the ten-year-old sample the males scored higher, while in the fourteen-year-old sample the females scored higher. For Response Length, in the ten-year-old sample the females scored higher, while in the fourteen-year-old sample there was virtually no Sex difference.

In the other Anxiety story (Story Six), the fourteen-year-olds scored significantly higher on Aid/Advice and Response Length. There were no significant Age x SES interactions, and only one significant Age x Sex interaction (for Negative Affect Expressed by Hero). In the ten-year-old sample, the males expressed more negative affect; but in the fourteen-year-old sample the females expressed more negative affect.

In the Nonacademic Task Achievement story, the fourteen-year-olds scored higher on Implementation, while the ten-year-olds were higher on Evaluation of Outcome. There were four significant Age x SES interactions for this area for the dimensions of Engagement, Aid/Advice, Solver, and Implementation. All interactions were of the same nature. That is, in the ten-year-old sample, in all cases, the upper-middle class children scored higher; while in the fourteen-year-old sample the upper-lower class scored higher. There were no significant Age x Sex interactions.

Socioeconomic Status: In the Academic Task Achievement area, the upper-lower class children scored higher on Engagement, while the upper-middle class children scored higher on Response Length, Positive Affect by Hero, Negative Affect by Hero, and Total Affect of Hero Plus Others. There were no significant SES x Sex interactions.

In the Interpersonal Relations story, the upper-lower class children scored higher on Engagement, Initiation, Aid/Advice, and Implementation. The upper-middle class children scored higher on Response Length, Negative Affect of Hero, and Total Affect of Hero Plus Others. There was one significant SES x Sex interaction for Total Affect of Hero Plus Others. In both social classes, the females received the higher scores. However, this difference in favor of the females was accentuated in the upper-middle class sample.

In the Aggression story, the fourteen-year-olds scored significantly higher on Engagement, Initiation, Aid/Advice, Solver, Response Length, and Total Affect of Hero Plus Others. There were no significant SES x Sex interactions for this area.

For the Anxiety area (Story Four), the upper-lower class children scored higher on Implementation, while the upper-middle class children were higher on Response Length and Negative Affect by Hero. There was one significant SES x Sex interaction for Aid/Advice. In the upper-lower sample, the females scored higher, while in the upper-middle sample, the males scored higher.

In the Authority area, the only Social Class difference was for Response Length where the upper-middle class children scored higher. There were three significant SES x Sex interactions (for Outcome, Positive Affect by Hero, and Negative Affect by Hero). For both Outcome and Negative Affect by Hero, in the upper-lower class sample the males received the higher scores, while in the upper-middle class sample the females scored higher. For Positive Affect by Hero, in the upper-lower class sample the females scored higher, while in the upper-middle class sample there was virtually no Sex difference.

In the other Anxiety story (Story Six), the upper-middle class scored higher on Aid/Advice and Response Length. There were no significant SES x Sex interactions.

In the Nonacademic Task Achievement area, the upper-middle class scored higher on Implementation, Response Length, and Total Affect of Hero Plus Others. There was one significant SES x Sex interaction for Outcome. In the upper-lower class the males received higher scores, while in the upper-middle class the females scored higher.

Sex: In the Academic Task Achievement story, there were no Sex differences.

In the Interpersonal Relations story, the females scored higher on Outcome, Response Length, Positive Affect by Hero, and Total Affect of Hero Plus Others.

In the Aggression story, the females scored significantly higher on Engagement, Initiation, Aid/Advice, Evaluation of Outcome, Response Length, and Instrumentality.

In the Anxiety story (Story Four), the females scored higher on Response Length, while the males scored higher on Instrumentality.

In the Authority story, the females scored higher on Engagement, Response Length, and Positive Affect by Hero.

In the second Anxiety story (Story Six), the females scored higher on Evaluation of Outcome and Response Length.

In the Nonacademic Task Achievement area, the males scored higher on Aid/Advice and Implementation, while the females scored higher on Response Length.

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	1 RAVEN	2 MATHEMATICS ACHIEVEMENT	3 READING ACHIEVEMENT	4 GRADE POINT AVERAGE
10 UL M	-.08	5(-)-.22	7(-)-.49	6(-)-.12
F	-.07	6(-)-.24	-.12	-.03
UM M	.20	2(+) .52	.34	.33
F	1(+) .40	3(+) .46	2(+) .60	1(+) .55
14 UL M	-.19	7(-)-.45	6(-)-.45	7(-)-.43
F	8(-)-.30	8(-)-.67	8(-)-.53	8(-)-.48
UM M	.30	1(+) .71	3(+) .53	2(+) .55
F	.31	4(+) .40	1(+) .70	3(+) .47
AGE				
SES	L < M	L < M	L < M	L < M
SEX			M < F	
AGE-SES		10L < 10M 14L < 14M	10L < 10M 14L < 14M	10L < 10M 14L < 14M
AGE-SEX				
SES-SEX				

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VARIABLES JAPAN	5 Total Positive Aca. Task Ach.	6 Total Positive Authority	7 Total Positive Interper.Rele.	8 Total Positive Implementation	9 Total Positive Self-Assertion	10 Total Positive Initiation	11 Total Positive Solver	12 Total Positive Aggression	13 Total Pos. Anxiety
	BEHAVIOR RATING SCALE								
10 UL M	.78	.59	.84	.73	.65	.40	.60	.75	.84
F	.88	1.04	.96	.74	.46	.80	.50	.76	.53
UM M	1.45	.88	1(+)1.18	.98	1.21	.75	1(+)1.36	.84	1(+)1.07
F	1(+)2.04	1(+)1.70	1.01	1(+)1.47	1(+)1.33	1(+)1.40	1.33	.78	.86
14 UL M	.69	.43	.79	.73	.48	.52	.53	.67	.58
F	8(-) .21	8(-) .28	8(-) .53	8(-) .42	8(-) .09	8(-) .34	8(-) .11	.31	8(-) .21
UM M	1.27	.69	.76	.92	1.05	.57	1.00	.83	.71
F	1.18	1.17	.76	1.07	.68	.96	.62	.76	.56
AGE	10 > 14	10 > 14	10 > 14		10 > 14	10 > 14	10 > 14		10 > 14
SES	L < M	L < M		L < M	L < M	L < M	L < M		L < M
SEX		M < F				M < F			M > F
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	14	15	16	17	18	19	20	21	22
JAPAN	OCCUPATIONAL VALUES								
	Altruism	Esthetics	Independence	Management	Success	Self-Satisfaction	Intellectual Stimulation	Creativity	Security
10 UL M	8.09	3.76	8(-)6.60	5.06	6 59	8(-) 7.06	8.80	1(+)9.76	6.76
F	9.23	5.02	7(-)7.36	5.36	5.20	7.88	9.10	8.60	7.26
UM M	8.80	7(-)2.56	7.76	1(+)6.90	6.10	7(-) 7.74	8.92	9.12	5.76
F	7.72	1(+)6.72	7.82	5.02	6.22	8.96	9.08	8.10	6.04
14 UL M	7.52	2.88	8.72	2(+)6.72	6.20	9.40	8.80	8.62	6.82
F	7.88	2(+)5.50	8.18	7(-)4.90	5.52	2(+) 9.90	9.48	8(-)6.78	1(+)7.74
UM M	7.96	8(-)2.52	1(+)9.66	6.30	5.86	9.10	9.04	2(+)9.56	6.02
F	7.60	5.50	2(+)9.48	8(-)4.68	5.28	1(+)10.04	9.94	7(-)7.16	8(-)5.02
AGE	10 > 14		10 < 14			10 < 14		10 > 14	
SES			L < M						L > M
SEX		M < F		M > F		M < F	M < F	M > F	
AGE-SES				10L < 10M 14L > 14M					
AGE-SEX									
SES-SEX	LM < LF MM > MF								

VARIABLES	23	24	25	26	27	28	29	30
JAPAN	OCCUPATIONAL VALUES (Continued)							
	Prestige	Economic Returns	Surroundings	Associates	Variety	Follow Father	Intrinsic	Extrinsic
10 UL M	6.72	5.96	9.38	7.06	6.12	2(+)7.28	8(-)6.91	1(+)7.11
F	5.50	6.10	1(+)10.60	8.74	6.25	7(-)2.80	7.35	6.60
UM M	6.30	6.58	6.53	8(-)6.34	8(-)5.85	1(+)7.74	7.21	6.76
F	6.12	5.24	8.26	7.72	6.92	5.96	7.55	6.38
14 UL M	5.56	6.82	7.84	8.12	6.80	4.18	7.44	6.51
F	6.38	5.92	9.36	1(+)9.10	6.94	8(-)1.42	7.45	6.49
UM M	5.86	5.82	8(-) 7.08	7.64	7.26	5.32	7.68	6.23
F	5.46	5.78	8.80	8.30	1(+)8.02	3.94	1(+)7.81	8(-)6.08
AGE			10 > 14	10 < 14	10 < 14	10 > 14	10 < 14	10 > 14
SES			L > M	L > M		L < M	L < M	L > M
SEX			M < F	M < F		M > F	M < F	M > F
AGE-SES								
AGE-SEX						10M > 10F 14M > 14F		
SES-SEX						LM > LF MM > MF		

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	31*	32*	33*	34	35	36*	37	38	39	40	41	42
JAPAN	OCCUPATIONAL INTEREST						SOCIAL ATTITUDES INVENTORY					
	Child's Aspiration	Child's Expectation	Father's Occupation	Child Exp./ Child Asp.+6	Father Occ./ Child Asp.+6	Child's Edu. Asp.	Task Achievement	Authority	Aggression	Interper. Relations	Anxiety	Total Score
10 UL M	2.52	3.19	6(-)4.02	6.63	1(+)7.50	6(-)1.96	.89	.84	.76	.70	.80	.80
F	8(-)3.17	7(-)3.24	7(-)4.08	6.05	4(+)6.89	7(-)2.28	.90	.86	.75	.75	.71	.80
UM M	2(+)1.90	2(+)1.80	4(+)1.64	6.00	6(-)5.74	2(+)1.04	.93	.84	.69	.78	.81	.81
F	2.62	2.67	3(+)1.62	6.12	8(-)5.00	3(+)1.41	1(+) .95	.88	1(+) .80	.80	1(+) .82	.85
14 UL M	2.52	3.07	5(-)3.98	6.49	2(+)7.46	1.67	.88	.82	.71	.72	.80	.78
F	7(-)3.02	8(-)3.46	8(-)4.12	6.40	3(+)7.10	8(-)2.74	8(-) .84	.83	.75	.76	8(-) .68	.78
UM M	1(+)1.52	1(+)1.71	2(+)1.56	6.19	5(-)6.04	1(+)1.02	.91	.82	8(-) .66	.75	.82	.79
F	2.30	2.73	1(+)1.48	6.56	7(-)5.20	1.55	.88	.78	.74	.76	.80	.79
AGE	10 < 14			10 < 14			10 > 14	10 > 14				10 > 14
SES	L < M	L < M	L < M		L > M	L < M	L < M				L < M	
SEX	M > F	M > F			M > F	M > F			M < F		M > F	
AGE-SES												
AGE-SEX												
SES-SEX		LM > LF MM > MF		LM > LF MM < MF							LM > LF MM > MF	

* The higher the score the lower the status level.

VARIABLES	43	44	45	46	47	48	49	50	51	52
JAPAN	VIEWS OF LIFE									
	Locus of Control	Academic Locus of Control	Action-Inaction	Immediate-Delayed	Rate of Action	Intrinsic-Extrinsic	Task Achieve. Interpersonal Relations	Competition-Co-operation	Independent Inter-dependent	Earned Status-Bestowed Status
10 UL M										
F										
UM M										
F										
14 UL M	.59	.81	.74	4(-).41	.51	.71	.57	.08	4(-).89	1(+).92
F	.67	.82	1(+) .83	.53	.56	1(+).84	.64	.04	2(+).93	.92
UM M	.65	.82	.68	.50	.59	4(-).70	.71	.14	3(-).92	.92
F	.65	.89	4(-) .62	1(+).58	.55	.80	.69	.14	1(+).96	4(-).91
AGE										
SES			L > M				L < M	L < M		
SEX				M < F		M < F				
AGE-SES										
AGE-SEX										
SES-SEX										

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	53	54	55	56	58	59	60	61	62	63
JAPAN	VIEWS OF LIFE									
	Confront-Avoid	Self-Initia. Other Initiation	Self-Solver Other Solver	Self- Joint Implementation	Instrument-Fantasy	Control/ Expressivity & Acceptance	Activity/ Passivity Under Stress	Positive/ Negative Self-Concept	Views of Life	Total Score
10 UL M										
F										
UM M										
F										
14 UL M	.61	.59	.48	.42	.53	.37	.59	.33	.88	4(-).57
F	.58	.55	1(+).61	.32	.58	.40	.57	.18	.90	2(+).59
UM M	.66	.58	.55	.40	.58	.39	1(+).67	.33	.85	1(+).61
F	.55	.60	4(-).51	.47	.45	.36	4(-).55	.20	.92	3(-).58
AGE										
SES										
SEX								M>F		
AGE-SES										
AGE-SEX										
SES-SEX			LM<LF HM>HF		LM<LF HM>HF					LM<LF HM>HF

VARIABLES	64	65	66	67	68	69	70	71	72
JAPAN	SENTENCE COMPLETION								
	T A S K A C H I E V E M E N T								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.15	3.75	2.52	8(-) .85	3.35	.09	.14	.75	.02
F	2.09	3.88	2.63	.91	3.36	.11	.13	.76	0.00
UM M	2.25	3.97	2.95	1.17	3.54	.09	.12	.79	0.00
F	2.12	4.16	3.06	1(+)1.27	3.78	.11	.11	.77	.01
14 UL M	2.10	3.97	2.78	1.11	3.49	.06	.10	.83	.01
F	2.04	4.11	2.84	1.10	3.50	.09	.10	.81	8(-)0.00
UM M	2.16	4.24	2.97	1.21	3.85	.05	.06	.85	1(+) .04
F	2.17	4.19	2.90	1.13	3.72	.06	.11	.81	.01
AGE						10>14		10<14	
SES		L<M	L<H	L<M	L<M				
SEX									
AGE-SES				10L<10M 14L<14M					
AGE-SEX									
SES-SEX									

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	73.	74	75	76	77	78	79	80	81
JAPAN	SENTENCE COMPLETION								
	I N T E R P E R S O N A L				R E L A T I O N S				
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.21	3.05	2.17	.78	2.98	.27	.09	.65	0.00
F	2.30	3.21	2.33	.88	3.16	.24	.09	.68	0.00
UM M	2.22	2.96	2.02	.68	2.96	1(+) .30	8(-) .05	.66	0.00
F	2.24	3.30	2.46	.95	3.46	.16	.09	1(+) .76	0.00
14 UL M	2.25	3.03	2.18	.77	3.19	.29	7(-) .06	.75	.01
F	2.27	3.03	2.20	.81	3.20	.17	2(+) .22	8(-) .61	.01
UM M	2.15	3.23	2.37	.91	3.34	.19	.15	.66	0.00
F	2.29	2.96	2.30	.85	3.28	8(-) .11	1(+) .25	.65	0.00
AGE						10 > 14	10 < 14		
SES									
SEX						M > F	M < F		
AGE-SES							10L = 10M 14L < 14M		
AGE-SEX		10M < 10F 14M > 14F	10M < 10F 14M > 14F	10M < 10F 14M = 14F	10M < 10F 14M > 14F		10M = 10F 14M < 14F	10M < 10F 14M > 14F	
SES-SEX						LM > LF MM > MF			

VARIABLES	82	83	84	85	86	87	88	89	90
JAPAN	SENTENCE COMPLETION								
	A U T H O R I T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.23	3.08	1.56	.48	2.61	.21	.08	1(+) .72	
F	2.23	3.11	1.61	.52	2.53	.33	.12	8(-) .56	
UM M	2.22	3.36	1(+)1.71	.56	2.74	.32	.07	.62	
F	1(+)2.23	3.25	1.66	.55	2.74	.30	.11	.60	
14 UL M	8(-)1.92	3.44	1.60	.59	2.75	.29	.05	.67	
F	1.98	3.20	8(-)1.39	.48	2.57	.30	.08	.62	
UM M	1.99	3.51	1.62	.61	2.80	.28	.07	.66	
F	1.94	3.27	1.51	.52	2.72	.25	.08	.68	
AGE	10 > 14		10 > 14				10 > 14		
SES					L < M				
SEX							M < F	M > F	
AGE-SES									
AGE-SEX									
SES-SEX						LM < LF MM > MF		LM > LF MM = MF	

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	91	92	93	94	95	96	97	98	99
JAPAN	SENTENCE COMPLETION								
	A N X I E T Y								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	1(+)1.85	1(+)3.75	2.14	8(-) .62	3.20	.11	.19	.69	.01
F	1.68	3.58	2.34	.74	3.32	.05	.21	.72	.01
UM M	1.70	3.59	2.25	.71	3.26	.12	.18	.67	.03
F	1.60	3.41	2.50	.78	3.27	.05	.24	.69	.02
14 UL M	8(-)1.40	3.44	2.16	.65	3.21	2(+) .17	.17	.64	.02
F	1.62	3.65	1(+)2.68	1(+) .91	3.36	7(-) .04	.23	.70	.03
UM M	1.49	3.35	8(-)2.12	.64	3.20	1(+) .17	.16	.67	0.00
F	1.44	8(-)3.07	2.23	.67	3.17	8(-) .04	.27	.69	0.00
AGE	10 >14	10 >14							
SES		L >M							
SEX			M<F	M<F		M >F	M<F		
AGE-SES			10L<10M 14L >14M	10L<10M 14L >14M					10L<10M 14L >14M
AGE-SEX	10M >10F 14M<14F					10M >10F 14M >14F			
SES-SEX									

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VARIABLES	100	101	102	103	104	105	106	107
JAPAN	SENTENCE COMPLETION							
	A G G R E S I O N							
	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	3.09	2.02	.56	2.44	.43	0.00	.57	
F	3.60	2.02	.46	2.21	.48	.03	.49	
UM M	3.07	1.69	.37	2.12	.59	.01	.40	
F	2.81	1.60	.29	2.16	.54	.01	.45	
14 UL M	3.03	1.75	.42	2.27	.54	.01	.45	
F	3.13	1.75	.46	2.60	.43	.01	.56	
UM M	3.28	1.61	.39	2.39	.51	0.00	.49	
F	3.00	1.75	.48	2.45	.47	.02	.51	
AGE								
SES		L >M						
SEX								
AGE-SES								
AGE-SEX								
SES-SEX	LM<LF MM >MF							

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	108	109	110	111	112	113	114	115	116
	SENTENCE COMPLETION								
	TOTAL SCORES								
	Attitude	Stance	Engagement	Aid/Advice	Coping Eff.	Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
10 UL M	2.17	3.33	2.07	.66	2.93	.21	10	.68	.01
F	2.17	3.43	2.17	.72	2.95	.23	.12	.65	0.00
UM M	2.18	3.38	2.12	.71	2.97	1(+) .27	.09	.64	.01
F	2.15	3.41	2.27	.79	3.14	.21	.12	.67	.01
14 UL M	2.02	3.37	2.10	.72	3.02	.23	8(-) .08	.69	.01
F	2.06	3.40	2.15	.75	3.05	.19	.14	.66	.01
UM M	2.05	3.52	2.15	.78	3.16	.22	.10	.68	.01
F	2.07	3.30	2.13	.74	3.10	8(-) .17	1(+) .16	.68	0.00
AGE	10 >14					10 >14			
SES									
SEX						M >F	M <F		
AGE-SES									
AGE-SEX							10M <10F		
SES-SEX							14M <14F		
						LM =LF			
						MM >MF			

VARIABLES JAPAN	117	118	119	120	233
	SENTENCE COMPLETION				
	TOTAL SCORES				
	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction	Reality/Fantasy
10 UL M	2.26	2.34	2.29	2.32	9(-) -.46
F	2.09	2.42	2.22	2.27	-.07
UM M	1(+)2.34	1(+) 2.43	1(+) 2.40	1(+) 2.42	.25
F	2.07	2.34	2.16	2.26	2(+) .28
14 UL M	2.09	8(-) 2.03	2.10	2.06	-.35
F	2.18	2.21	2.25	2.15	7(-) -.44
UM M	1.98	2.18	2.12	2.03	.24
F	8(-)1.70	2.29	8(-) 2.06	8(-) 1.93	1(+) .34
AGE	10 >14	10 >14	10 >14	10 >14	
SES					
SEX	M >F				L <M
AGE-SES	10L <10M 14L >14M				
AGE-SEX			10M >10F 14M <14F		
SES-SEX					

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	121	122	123	124	125	126	127	128	129
JAPAN	STORY COMPLETION								
	Story One Stance	Story One Engagement	Story One Initiation	Story One Aid/Advice	Story One Solver	Story One Implementation	Story One Outcome	Story One Evaluation of Outcome	Story One Coping Effectiveness
10 UL M	1.88	1.36	2.24	1.46	2.22	2.22	2.34	1.86	9.86
F	8(-)1.67	1.22	2.30	1.39	2.20	2.16	2.33	1.90	9.24
UM M	1.78	1.20	2.04	1.33	2.06	2.06	2.24	1.84	9.14
F	1.92	1.28	2.30	1.48	2.32	2.32	2.30	1.90	10.00
14 UL M	1.75	1.35	2.27	1.49	2.20	2.27	2.22	1.88	9.57
F	1.96	1(+)1.52	2.75	1.75	2.71	2.73	2.69	1.90	11.02
UM M	1.87	1.33	2.54	1.63	2.48	2.50	2.46	1.98	10.28
F	1(+)1.96	8(-) .98	2.22	1.42	2.22	2.22	2.34	1.86	9.62
AGE			10 < 14	10 < 14					
SES		L > M							
SEX									
AGE-SES									
AGE-SEX									
SES-SEX									

VARIABLES	130	131	132	133	134	135	136	137	138
JAPAN	STORY COMPLETION								
	Story One Response Length	Story One Positive Affect Hero	Story One Negative Affect Hero	Story One Total Affect Hero & Others	Story One Instrumentality	Story Two Stance	Story Two Engagement	Story Two Initiation	Story Two Aid/Advice
10 UL M	8(-)38.44	0.00	8(-) .14	8(-) .14	.80	1.98	1(+)1.84	1(+)2.86	1(+)1.96
F	44.53	.10	.37	.49	.78	1.90	1.68	2.66	1.86
UM M	52.86	.12	1(+) .67	.80	.82	1.98	1.51	2.51	1.80
F	1(+)57.66	.22	.56	1(+) .84	.84	1.94	1.70	2.70	1.94
14 UL M	42.06	.14	.33	.53	.80	1.96	1.59	2.65	1.88
F	43.92	.13	.21	.44	1.00	1.90	1.68	2.64	1.84
UM M	54.33	.22	.54	.76	.87	1.80	1.48	8(-)2.26	1.72
F	55.16	.16	.46	.64	.82	1.86	8(-)1.40	2.30	8(-)1.58
AGE						10 > 14	10 > 14	10 > 14	10 > 14
SES	L < M	L < M	L < M	L < M			L > M	L > M	L > M
SEX									
AGE-SES									
AGE-SEX									
SES-SEX									

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	139	140	141	142	143	144	145	146	147	148
	STORY COMPLETION									
	Story Two Solver	Story Two Implementation	Story Two Outcome	Story Two Evaluation of Outcome	Story Two Coping Effectiveness	Story Two Response Length	Story Two Positive Affect Hero	Story Two Negative Affect Hero	Story Two Total Affect Hero & Others	Story Two Instrumentality
10 UL M	1(+)2.74	1(+)2.56	2.54	2.04	1(+)11.46	8(-)45.36	.18	.40	.86	1(+)1.18
F	2.40	2.22	2.48	2.18	10.64	52.66	.28	.38	1.06	1.08
UM M	2.41	2.22	2.31	2.06	10.55	54.43	.16	1(+) .73	1.08	1.08
F	2.70	2.52	2.60	2.16	11.06	1(+)66.34	.32	.50	1(+)1.48	1.12
14 UL M	2.37	2.37	2.33	2.06	10.67	48.59	8(-) .10	.51	.80	1.06
F	2.52	2.30	2.60	2.18	10.80	53.28	.22	8(-) .24	8(-) .66	1.00
UM M	2.26	2.04	2.32	2.12	8(-) 9.70	55.88	.18	.42	.80	.90
F	8(-)2.12	8(-)1.82	2.44	2.10	9.78	58.14	1(+) .44	.60	1.28	8(-) .88
AGE	10 >14	10 >14			10 >14				10 >14	10 >14
SES		L >M			L >M	L <M		L <M	L <M	
SEX			M <F			M <F	M <F		M <F	
AGE-SES		10L >10M 14L >14M								
AGE-SEX									LM <LF MM <MF	
SES-SEX										

VARIABLES JAPAN	149	150	151	152	153	154	155	156	157
	STORY COMPLETION								
	Story Three Stance	Story Three Engagement	Story Three Initiation	Story Three Aid/Advice	Story Three Solver	Story Three Implementation	Story Three Outcome	Story Three Evaluation of Outcome	Story Three Coping Effectiveness
10 UL M	1.84	8(-)1.20	1.90	8(-)1.26	.70	.70	2.36	2.08	8(-) 7.72
F	1.80	1.30	8(-)1.90	1.34	1.14	1.22	2.42	2.16	7.94
UM M	1.92	1.31	2.00	1.37	.98	1.04	2.37	1.88	8.35
F	1.86	1.52	2.32	1.52	1.18	1.18	2.36	1.96	8.90
14 UL M	1.92	1.50	2.34	1.54	1.22	1.22	2.42	1.94	9.20
F	1.88	1(+)1.82	1(+)2.80	1(+)1.80	1.36	1.24	2.50	2.14	1(+)10.12
UM M	1.88	1.29	1.98	1.31	1.16	1.04	2.27	2.02	8.27
F	1.92	1.62	2.54	1.56	1.34	1.26	2.60	2.14	9.54
AGE		10 <14	10 <14	10 <14	10 <14				10 <14
SES									
SEX		M <F	M <F	M <F				M <F	M <F
AGE-SES		10L <10M 14L >14M	10L <10M 14L >14M	10L <10M 14L >14M				10L >10M 14L <14M	10L <10M 14L >14M
AGE-SEX									
SES-SEX									

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	158	159	160	161	162	163	164	165	166
JAPAN	STORY COMPLETION								
	Story Three Response Length	Story Three Positive Affect Hero	Story Three Negative Affect Hero	Story Three Total Affect Hero & Others	Story Three Instrumentality	Story Four Stance	Story Four Engagement	Story Four Initiation	Story Four Aid/Advice
10 UL M	3(-)48.52	.06	.40	.68	8(-) .74	1.90	1.76	2.72	1.22
F	60.76	.04	.38	.68	.78	1.84	1.74	2.68	1.44
UM M	57.76	.06	.37	.71	.88	1.88	1.84	2.78	1.36
F	1(+)77.70	.04	.50	.82	1.02	1.86	1.64	2.60	8(-)1.18
14 UL M	7(-)54.20	.02	.22	.40	1.00	1.92	1.86	2.82	1.34
F	68.82	0.00	.24	.50	1(+)1.40	1.96	1.92	2.86	1(+)1.54
UM M	66.10	.04	.57	.82	.82	1.92	1.84	2.76	1.26
F	2(+)72.76	.06	.28	.66	1.14	1.98	1.88	2.88	1.38
AGE					10 < 14	10 < 14	10 < 14		
SES	L < M			L < M					
SEX	M < F				M < F				
AGE-SES					10L < 10M 14L > 14M				
AGE-SEX					10M < 10F 14M < 14F				
SES-SEX									LM < LF MM > MF

VARIABLES	167	168	169	170	171	172	173	174	175	176
JAPAN	STORY COMPLETION									
	Story Four Solver	Story Four Implementation	Story Four Outcome	Story Four Evaluation of Outcome	Story Four Coping Effectiveness	Story Four Response Length	Story Four Positive Affect Hero	Story Four Negative Affect Hero	Story Four Total Affect Hero & Others	Story Four Instrumentality
10 UL M	1.76	1.72	2.56	1.76	10.32	8(-)50.64	.22	.24	.50	1.74
F	1.58	1.74	2.44	1.80	9.96	63.58	.12	.40	.66	1.66
UM M	1.44	1.30	2.42	1.78	10.24	61.60	.16	.38	.64	1.74
F	1.76	1.60	2.58	1.68	10.00	1(+)72.06	.14	.56	.86	1.44
14 UL M	1.64	1.48	2.52	1.76	10.70	63.70	.12	.36	.54	1.84
F	1.74	1.78	2.62	1.64	10.74	69.10	.24	.24	.62	1.54
UM M	1.44	1.28	2.42	1.76	10.26	67.13	.14	.38	.60	1.60
F	1.18	1.22	2.36	1.78	10.44	68.74	.16	.48	.80	1.62
AGE						10 < 14				
SES		L > M				L < M		L < M		
SEX						M < F				M > F
AGE-SES										
AGE-SEX										
SES-SEX										

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	177	178	179	180	181	182	183	184	185
	STORY COMPLETION								
	Story Five Stance	Story Five Engagement	Story Five Initiation	Story Five Aid/Advice	Story Five Solver	Story Five Implementation	Story Five Outcome	Story Five Evaluation of Outcome	Story Five Coping Effectiveness
10 UL M	1.86	1.73	1.90	1.29	2.39	2.76	2.35	2.02	9.82
F	1.86	1.80	2.06	1.18	2.34	2.82	8(-)2.14	2.02	9.98
UM M	1.82	1.69	1.88	1.20	2.41	2.69	2.43	2.06	9.71
F	1.88	1.76	1.72	1.16	2.04	2.66	2.54	2.04	9.36
14 UL M	1.85	1.76	1.96	1.13	2.19	2.72	2.66	1.94	9.62
F	1.96	1.94	1.90	1.30	2.56	2.92	2.72	2.06	10.34
UM M	1.82	1.70	1.64	1.18	2.40	2.64	2.50	2.00	9.42
F	1.90	1.88	1.86	1.39	2.47	2.88	1(+)2.84	2.04	10.02
AGE							10 < 14		
SES									
SEX		M < F							
AGE-SES									
AGE-SEX				10M > 10F 14M < 14F	10M > 10F 14M < 14F				
SES-SEX							LM > LF MM < MF		

VARIABLES JAPAN	186	187	188	189	190	191	192	193	194
	STORY COMPLETION								
	Story Five Response Length	Story Five Positive Affect Hero	Story Five Negative Affect Hero	Story Five Total Affect Hero & Others	Story Five Instrumentality	Story Six Stance	Story Six Engagement	Story Six Initiation	Story Six Aid/Advice
10 UL M	8(-)44.14	.08	.22	.31	.96	1.80	1.68	2.74	8(-)1.18
F	55.16	1(+) .22	.10	.36	1.04	1.70	1.66	2.76	1.32
UM M	54.73	.14	.22	.39	.92	1.66	1.60	2.81	1.40
F	1(+)68.94	.14	.30	.46	1.04	1.70	1.50	2.74	1.48
14 UL M	52.38	.04	.26	.32	1.02	1.77	1.72	2.79	1.47
F	54.12	.18	.03	.42	1.08	1.78	1.70	2.88	1.58
UM M	58.60	8(-) .02	.14	.18	1.04	1.67	1.58	2.65	1.60
F	56.86	.02	.14	.14	1.04	1.70	1.66	2.70	1(+)1.66
AGE		10 > 14							10 < 14
SES	L < H								L < H
SEX	M < F	M < F							
AGE-SES				10L < 10M 14L > 14M					
AGE-SEX	10M < 10F 14M = 14F								
SES-SEX		LM < LF MM = MF	LM > LF MM < MF						

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES	195	196	197	198	199	200	201	202	203	204
JAPAN	STORY COMPLETION									
	Story Six Solver	Story Six Implementation	Story Six Outcome	Story Six Evaluation of Outcome	Story Six Coping Effectiveness	Story Six Response Length	Story Six Positive Affect Hero	Story Six Negative Affect Hero	Story Six Total Affect Hero & Others	Story Six Instrumentality
10 UL M	2.02	2.10	2.56	1.84	10.34	3(-)48.62	.18	.24	.58	1.60
F	2.28	2.14	2.56	1.94	10.30	7(-)55.30	.06	.16	.36	1.62
UM M	2.17	2.17	2.47	1.85	10.15	58.47	.09	.34	.57	1.45
F	2.08	2.00	2.52	2.00	10.10	1(+)72.00	.12	.20	.56	1.52
14 UL M	2.09	2.09	2.64	2.00	10.34	55.74	.09	.11	.36	1.53
F	2.20	2.22	2.62	2.02	10.58	67.74	.12	.30	.54	1.62
UM M	1.71	1.75	2.35	1.81	9.63	65.75	.08	.31	.54	1.56
F	2.12	2.14	2.50	1.96	10.06	2(+)70.84	.08	.32	.58	1.90
AGE						10 < 14				
SES						L < M				
SEX				M < F		M < F				
AGE-SES										
AGE-SEX								10M > 10F 14M < 14F		
SES-SEX										

VARIABLES	205	206	207	208	209	210	211	212	213
JAPAN	STORY COMPLETION								
	Story Seven Stance	Story Seven Engagement	Story Seven Initiation	Story Seven Aid/Advice	Story Seven Solver	Story Seven Implementation	Story Seven Outcome	Story Seven Evaluation of Outcome	Story Seven Coping Effectiveness
10 UL M	1.78	1.67	2.57	1.02	2.53	1.84	2.87	2.77	10.41
F	1.92	1.82	2.84	1.02	2.29	8(-)1.53	2.43	2.27	10.96
UM M	1.77	1.79	2.81	1.27	2.65	2.29	2.48	2.29	10.77
F	1.92	1.90	2.80	1.08	2.52	2.10	2.78	2.32	11.08
14 UL M	1.96	1.96	2.90	1.23	2.81	1(+)2.40	2.60	2.08	11.58
F	1.94	1.90	2.84	1.04	2.76	2.08	2.46	2.24	11.40
UM M	1.84	1.78	2.76	1.08	2.68	2.22	2.66	2.26	10.96
F	1.80	1.78	2.66	1.00	2.44	2.06	2.70	2.00	10.50
AGE						10 < 14		10 > 14	
SES						L < M			
SEX				M > F		M > F			
AGE-SES		10L < 10M 14L > 14M		10L < 10M 14L > 14M	10L < 10M 14L > 14M	10L < 10M 14L > 14M			
AGE-SEX									
SES-SEX							LM > LF MM < MF		

FIGURE 1
JAPAN - STAGE III
GROUP COMPARISONS BASED ON ANALYSIS OF VARIANCE OF MEAN SCORES

VARIABLES JAPAN	214	215	216	217	218	219	220	221	222
	STORY COMPLETION								
	Story Seven Response Length	Story Seven Positive Affect Hero	Story Seven Negative Affect Hero	Story Seven Total Affect Hero & Others	Story Seven Instru-mentality	MEAN Stance	MEAN Engagement	MEAN Initiation	MEAN Aid/Advice
10 UL M	8(-)49.41	.06	.06	.16	1.90	1.86	1.61	2.42	8(-)1.34
F	55.49	.08	.10	.22	2.02	1.81	1.60	2.44	1.36
UM M	58.38	.04	.17	.25	1.94	1.83	8(-)1.56	2.39	1.39
F	1(+)69.74	.10	.06	.18	1.96	1.87	1.61	2.45	1.41
14 UL M	53.33	.04	.21	.27	2.06	1.89	1.67	2.54	1.45
F	56.62	.06	.08	.14	1.80	1.91	1(+)1.78	1(+)2.67	1(+)1.55
UM M	60.90	.18	.14	.44	1.90	1.83	1.57	8(-)2.36	1.39
F	63.20	.08	.16	.34	1.72	1.87	1.60	2.45	1.43
AGE									
SES	L<M			L<M			10<14	10<14	10<14
SEX	M<F						L>M	L>M	
AGE-SES									M<F
AGE-SEX							10L>10M 14L>14M	10L=10M 14L>14M	10L<10M 14L>14M
SES-SEX									

VARIABLES JAPAN	223	224	225	226	227	228	229	230	231	232
	STORY COMPLETION									
	MEAN Solver	MEAN Implementation	MEAN Outcome	MEAN Evaluation of Outcome	MEAN Coping Effectiveness	MEAN Response Length	MEAN Positive Affect Hero	MEAN Negative Affect Hero	MEAN Total Affect Hero & Others	MEAN Instru-mentality
10 UL M	2.05	1.98	2.50	1.98	9.98	8(-)46.53	.11	.25	.47	1.27
F	2.03	1.97	2.40	2.04	9.84	55.38	.13	.27	.55	1.28
UM M	2.01	1.96	8(-)2.38	1.96	9.82	57.01	.11	1(+) .42	.64	1.26
F	2.09	2.05	2.53	2.01	10.07	1(+)69.21	.15	.38	1(+) .74	1.28
14 UL M	2.08	2.07	2.49	1.95	10.25	53.06	.08	.29	8(-) .46	1.34
F	2.26	2.18	1(+)2.60	2.02	1(+)10.72	59.31	.13	8(-) .20	.48	1.35
UM M	2.01	1.92	2.42	1.99	8(-) 9.78	61.22	.12	.36	.59	1.24
F	1.98	1.94	2.54	1.98	9.99	63.66	.14	.35	.64	1.30
AGE					10<14					
SES					L>M	L<M		L<M	L<M	
SEX				M<F		M<F	M<F			
AGE-SES		10L<10M 14L>14M			10L<10M 14L>14M					
AGE-SEX										
SES-SEX										

FIGURE 2
JAPAN - STAGE III

JAPAN

ORDER OF PREFERENCE FOR OCCUPATIONAL VALUES

	10	14	Lower	Middle	Male	Female	10 Year Olds U.L.M.	10 Year Olds U.L.F.	10 Year Olds U.M.M.	10 Year Olds U.M.F.	14 Year Olds U.L.M.	14 Year Olds U.L.F.	14 Year Olds U.M.M.	14 Year Olds U.M.F.
1.	Surround. 9.19	Self-Sat. 9.61	Surround. 9.30	Intell.S. 9.25	Creat. 9.27	Intell.S. 9.40	Creat. 9.76	Surround. 10.60	Creat. 9.12	Intell.S. 9.03	Self-Sat. 9.40	Self-Sat. 9.90	Indep. 9.66	Self-Sat. 10.04
2.	Intell.S. 8.98	Intell.S. 9.32	Intell.S. 9.05	Self-Sat. 8.96	Intell.S. 8.89	Surround. 9.26	Surround. 9.38	Altruism 9.23	Intell.S. 8.92	Self-Sat. 8.96	Intell.S. 8.80	Intell.S. 9.48	Creat. 9.56	Intell.S. 9.94
3.	Creat. 8.90	Indep. 9.01	Self-Sat. 8.56	Indep. 8.58	Self-Sat. 8.33	Self-Sat. 9.20	Intell.S. 8.80	Intell.S. 9.10	Altruism 8.80	Surround. 8.25	Indep. 8.72	Surround. 9.36	Self-Sat. 9.10	Indep. 9.48
4.	Altruism 8.46	Assoc. 8.29	Creat. 8.44	Creat. 8.49	Surround. 8.21	Assoc. 8.47	Altruism 8.09	Assoc. 8.74	Surround. 8.53	Creat. 8.10	Creat. 8.62	Assoc. 9.10	Intell.S. 9.04	Surround. 8.80
5.	Self-Sat. 7.91	Surround. 8.27	Assoc. 8.26	Surround. 8.17	Indep. 8.19	Indep. 8.21	Father 7.28	Creat. 8.60	Indep. 7.76	Indep. 7.82	Assoc. 8.12	Indep. 8.18	Altruism 7.96	Assoc. 8.30
6.	Assoc. 7.47	Creat. 8.03	Altruism 8.18	Altruism 8.02	Altruism 8.09	Altruism 8.11	Self-Sat. 7.06	Self-Sat. 7.88	Self-Sat. 7.74	Altruism 7.72	Surround 7.84	Altruism 7.88	Assoc. 7.64	Variety 8.02
7.	Indep 7.39	Altruism 7.74	Indep. 7.72	Assoc. 7.50	Assoc. 7.29	Creat. 7.66	Assoc. 7.06	Indep. 7.36	Father 7.74	Assoc. 7.72	Altruism 7.52	Security 7.74	Variety 7.26	Alturism 7.60
8.	Security 6.46	Variety 7.26	Security 7.15	Variety 7.01	Variety 6.51	Variety 7.03	Security 6.76	Security 7.26	Manage. 6.90	Variety 6.92	Security 6.82	Variety 6.94	Surround. 7.08	Creat. 7.16
9.	Variety 6.29	Security 6.40	Variety 6.53	Prestige 5.94	Security 6.34	Security 6.52	Prestige 6.72	Variety 6.25	Economic 6.58	Esthet. 6.72	Economic 6.82	Creat. 6.78	Manage. 6.30	Economic 5.78
10.	Prestige 6.16	Economic 6.09	Economic 6.20	Success 5.87	Economic 6.30	Prestige 5.87	Indep. 6.60	Economic 6.10	Assoc. 6.34	Success 6.22	Variety 6.80	Prestige 6.38	Security 6.02	Esthet. 5.50
11.	Success 6.03	Prestige 5.82	Prestige 6.04	Economic 5.86	Manage. 6.25	Economic 5.76	Success 6.59	Prestige 5.50	Prestige 6.30	Prestige 6.12	Manage. 6.72	Economic 5.92	Success 5.86	Prestige 5.46
12.	Economic 5.97	Success 5.72	Success 5.88	Manage. 5.73	Success 6.19	Esthet. 5.69	Variety 6.12	Manage. 5.36	Success 6.10	Security 6.04	Success 6.20	Success 5.52	Prestige 5.86	Success 5.28
13.	Father 5.72	Manage. 5.65	Manage. 5.51	Security 5.71	Father 6.13	Success 5.56	Economic 5.96	Success 5.20	Variety 5.85	Economic 5.24	Prestige 5.56	Esthet. 5.50	Economic 5.82	Manage. 4.68
14.	Manage. 5.59	Esthet. 4.10	Esthet. 4.29	Father 5.52	Prestige 6.11	Manage. 4.99	Manage. 5.06	Esthet. 5.02	Security 5.76	Father 5.06	Father 4.18	Manage. 4.90	Father 5.32	Security 5.02
15.	Esthet. 4.52	Father 3.72	Father 3.92	Esthet. 4.33	Esthet. 2.93	Father 3.31	Esthet. 3.76	Father 2.80	Esthet. 2.56	Manage. 5.02	Esthet. 2.88	Father 1.42	Esthet. 2.52	Father 3.94

ANOVA OF MEANS:
HYPOTHESES AND FINDINGS

JAPAN

DEMOGRAPHIC MEASURES

> Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was supported by Stage III data as well as by Stage I data. Thus, the hypothesis was completely verified.

ACHIEVEMENT MEASURES

> Upper-middle class children will have higher Achievement scores than will upper-lower class children.

In Stage III, as well as in Stage I, this hypothesis was completely verified for Aptitude and for all Achievement measures.

> Females will have higher Achievement scores than will males.

In Stage III, only for Reading Achievement did the females excel, while there were no Sex differences for the other Achievement measures. In Stage I the females excelled in all except Mathematics Achievement where there was no Sex difference. Thus there was partial support for the hypothesis of female superiority on the Achievement measures.

OCCUPATIONAL MEASURES

> Upper-middle class children will have higher objective status level Occupational Expectations than will upper-lower class children.

This hypothesis was confirmed in both Stages III and I where upper-middle class children scored significantly higher than did upper-lower class children.

> Upper-middle class children will have a higher level of objective Occupational Aspiration than will upper-lower class children.

This hypothesis was also verified in Stages III and I as the upper-middle class children scored significantly higher than did the upper-lower class in both studies.

Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will upper-lower class children.

This hypothesis must be rejected as there were no social class differences in either Stage I or Stage III.

Upper-middle class children will prefer different Occupational Values than will upper-lower class children.

Of the fifteen Occupational Values in Stage III, five showed significant social class differences. In Stage I, also, only five of the fifteen Occupational Values showed significant social class differences. In both studies the upper-middle class children scored higher on Independence, while the upper-lower class scored higher on Security and Surroundings. Except for these three values, the hypothesis must be rejected.

Upper-lower class children will show a greater preference for "Extrinsic" Occupational Values than will upper-middle class children.

This hypothesis was supported by Stage III data, where the upper-lower class children scored significantly higher on the Total Extrinsic scale than did the upper-middle class children. This hypothesis was also supported in Stage I, so the hypothesis may be considered to have been completely verified.

Males will have a higher objective Occupational Expectation level than will females.

This hypothesis was verified in both Stages I and III, where the males scored significantly higher than did the females in both studies.

Males will have a higher objective Occupational Aspiration level than will females.

This hypothesis was verified in both Stages I and III where, in both cases, males scored significantly higher than did females.

Males will prefer different Occupational Values than will females.

Of the fifteen Occupational Values, eight showed significant Sex differences in Stage III data. In Stage I, twelve of the fifteen Occupational Values showed significant Sex differences. Thus, the hypothesis received fairly good confirmation in both studies.

Females will more frequently choose "Intrinsic" Occupational Values than will males.

This hypothesis was verified in Stage III since females significantly more often chose Intrinsic values than did males. However, it was not verified in Stage I as there was no significant Sex difference in the Japanese data for this variable. Therefore verification of the hypothesis must be considered to be questionable.

Males will more frequently choose "Extrinsic" Occupational Values than will females.

This hypothesis was verified in Stage III since males chose significantly more often "Extrinsic" values than did females. However, it was not verified in Stage I as there was no significant Sex difference for this variable. Therefore verification of the hypothesis must be considered to have been questionable.

COPING STYLE MEASURES

Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the Social Attitudes Inventory there were only two significant social class differences out of six, both in favor of the upper-middle class. In Stage I, only one of the four scales showed significant social class differences. Therefore the hypothesis cannot be verified from the data obtained from this instrument.

Turning next to the Sentence Completion, out of forty-eight Coping Style variables, only seven showed significant social class differences. In Stage I, of the thirty-two Sentence Completion Coping Style variables, only six showed significant social class differences. Therefore the hypothesis cannot be accepted, based on Sentence Completion data from either Stage I or Stage III.

Turning finally to the Story Completion, of the one hundred four Coping Style variables, twenty-eight showed significant social class differences. In Stage I, three of the nine Coping Style dimensions from the Story Completion showed significant social class differences. Therefore the hypothesis cannot be confirmed from Story Completion data either. Based on the overall findings from the three Coping instruments, the hypothesis must be rejected.

Males will demonstrate a different style of coping than will females.

On the Stage III Social Attitudes Inventory, only two of the six scales showed significant Sex differences. In Stage I, two of the four scales showed significant Sex differences. Therefore Social Attitudes data lent only very questionable support to the hypothesis.

Turning next to the Sentence Completion instrument, of the forty-eight possible significant differences, ten showed significant Sex differences. In Stage I, of the thirty-two possible Sex differences, only four were significant. Therefore Sentence Completion data leads one to reject the hypothesis.

Turning finally to Story Completion, of the one hundred four possible Sex differences, twenty-four showed significant Sex differences. In Stage I, six of the nine Coping Style dimensions showed significant Sex differences, a greater proportion of significant differences than found in other coping style instruments. However, looking at all instruments in both studies, one must reject the overall hypothesis for Sex differences in Coping Style.

> The differences in the style of coping between the males and the females will be consistent across all five behavior areas studied.

In the Sentence Completion, the only consistent findings involved Hostile Affect, where the males scored higher, and Depressive Affect, where the females scored higher. On other Sentence Completion Coping Style dimensions, there were no consistent differences.

In the Story Completion instrument, first females tended to score higher on Evaluation of Outcome. They also scored higher, in every case, on Response Length, and tended to score higher on Positive Affect. In Stage I, also, there was some support for consistency in females scoring higher on Positive Affect. However, except for the Affect dimensions, Evaluation of Outcome and Response Length, the hypothesis must be rejected.

COPING EFFECTIVENESS MEASURES

> The upper-middle class children will exhibit more effective overall coping behavior than will the upper-lower class children.

In Stage III Sentence Completion, on only two of six occasions did the upper-middle class children score higher on Coping Effectiveness. In Stage I, they scored higher on three occasions, thus lending some tentative support to the hypothesis.

In Stage III Story Completion, on no occasion did the upper-middle class score higher on Coping Effectiveness, though the upper-lower class scored higher twice. In the Stage I Story Completion instrument there were no social class differences in Coping Effectiveness.

Thus, overall, this hypothesis must be rejected.

JAPAN INTRA-COUNTRY REPORT OF SIGNIFICANT CORRELATIONS

CRITERION-CRITERION RELATIONSHIPS

Hypothesis 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

Of the twelve correlations examined, all were highly significant at both age levels.

The correlations ranged between .42 and .81. The largest (.81) was between Mathematics Achievement and GPA at age fourteen, followed by that between Reading Achievement and GPA (.77), also at age fourteen.

All fourteen-year-olds' correlations were somewhat larger than were the ten-year-olds' correlations.

In Stage I also, all correlations were significant, although Aptitude was not included in the Stage I matrix. In Stage I the range of correlations was smaller, ranging between .55 and .73. The highest, again, was between Mathematics Achievement and GPA (.73) at age fourteen.

In summary, the hypothesis was verified in total in both Stages I and III.

Hypothesis 2: There will be positive relationships among the Achievement and the Peer BRS Criterion measures.

All fifty-four correlations examined were significant in both age groups.

The correlations ranged between .17 and .61. The highest (.61, .57) were between the Task Achievement Peer BRS item and GPA at both ages. In general, the Academic Task Achievement item was correlated most highly with all of the Criterion measures. Also, GPA was the most highly correlated, consistently, with all of the Peer BRS items.

The data from Stages I and III clearly verify the hypothesis for both age groups and between all Criterion measures.

PREDICTOR-PREDICTOR RELATIONSHIPS

Hypothesis 3: There will be positive relationships among the Intrinsic Occupational Values.

Of the fifty-six correlations examined, only five were significant in the predicted direction. (There were nine which were significant in the direction opposite from that predicted, which primarily involved the variable Management.)

There was one pair of (positive) correlations which were significant in both age groups. This was between Intellectual Stimulation and Variety. The one correlation which was significant at age ten only was between Independence and Management. Significant at age fourteen only were the correlations between Self-Satisfaction and Variety. The (positive) correlations ranged between .17 and .42. The highest (.42, .36) were between Intellectual Stimulation and Variety.

All individual Intrinsic values except Management were significantly (and positively) correlated with the Total Intrinsic score. The greatest contribution (.54, .48) was from the value Variety, followed by Self-Satisfaction (.35, .48), Creativity (.33, .45), and Esthetics (.40, .38). The Intrinsic Total score was only a fair representative of the Intrinsic measures.

In Stage I, eleven of the fifty-six correlations were significant. Again, Intellectual Stimulation and Variety were significantly correlated at both age levels, as well as: (a) Intellectual Stimulation with Creativity, (b) Self-Satisfaction with Variety and (c) Independence with Management. Again, in Stage I all correlations with the Intrinsic Total score were significant except for Management. Variety, again, contributed the greatest amount (.43, .53) to the Total Score, followed by Intellectual Stimulation (.49, .44), and Creativity (.39, .41).

Considering data from both Stages I and III, the hypothesis must be rejected for both age groups. Evidently, while there is some commonality among the Intrinsic values (with the exception of Management), there are evidently subclusters of values that would require further examination.

Hypothesis 4: There will be positive relationships among the Extrinsic Occupational values.

Of the forty-two correlations examined, only ten were significant in the predicted direction (while sixteen were significant in the direction opposite from that predicted). Prestige was the value which had the most negative correlations (eight) with other Extrinsic values, though it was positively correlated at both age levels with Success and Economic Returns. Also significant (and positive) at both age levels were the following relationships: (a) Success with Economic Returns; (b) Security with Surroundings; and (c) Surroundings with Associates. There were no correlations significant (and positive) at only one age level; thus there were five significant positive correlations in each age group.

The correlations ranged between .13 and .49. The highest (.49) was between Success and Economic Returns in the fourteen-year-old sample, followed by those between Success and Prestige (.43, .41) in both age groups.

All Extrinsic values were significantly correlated with the Extrinsic Total score. The greatest contribution was from the value Success (.49, .58), followed by Economic Returns (.53, .52). There was no tendency for the correlations of one age group to be systematically larger than those from the other age group.

In Stage I, also, only ten correlations were significant in the predicted direction, while seventeen were significant in the direction opposite from that predicted. Prestige was, again, the value which was most frequently negatively correlated with the other Extrinsic values, but, again positively, correlated with Success and Economic Returns.

The data from both studies combined lead one to reject the hypothesis for most variables. There is evidently some commonality, as indicated by the correlations with the Total Extrinsic score. However, there appeared to be two separate clusters of Extrinsic values: one defined by Success, Prestige, and Economic Returns, and the other defined by Security and Associates.

Hypothesis 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational values.

Of the one hundred twelve correlations examined, fifty-three were significant in the predicted direction. (There were only five correlations significant in the direction opposite from that predicted.) Of these, twenty-five were in the ten-year-old sample and twenty-eight in the fourteen-year-old sample. There were forty correlations (or twenty pairs) which were significant in both age samples. These were: (a) Altruism with Success, Prestige, and Economic Returns; (b) Esthetics with Security, Economic Returns, and Follow Father; (c) Independence with Security and Surroundings; (d) Management with Surroundings; (e) Self-Satisfaction with Success, Prestige, and Economic Returns; (f) Intellectual Stimulation with Success, Prestige, and Economic Returns; (g) Creativity with Success and Economic Returns; and (h) Variety with Success, Prestige, and Economic Returns. Significant at age ten only were the following relationships: (a) Esthetics with Surroundings; (b) Independence with Associates and Follow Father; (c) Management with Associates; and (d) Intellectual Stimulation with Follow Father. Significant at age fourteen only were the following relationships: (a) Esthetics with Success and Associates; (b) Self-Satisfaction with Follow Father; (c) Creativity with Security, Surroundings, and Associates; and (d) Variety with Security and Associates.

The correlations ranged between -.14 and -.43. The highest (-.43) was between Variety and Success at age fourteen, followed by that (-.39) between Intellectual Stimulation and Success at age ten.

All individual Extrinsic values were significantly negatively correlated with the Total Intrinsic score. The highest correlations were

for the values of Success (-.49, -.58) and Economic Returns (-.53, -.52). All but one of the Intrinsic values (Management) were negatively correlated with the Extrinsic Total score. The highest correlations were for Variety (-.54, -.48), Self-Satisfaction (-.35, -.48), and Esthetics (-.40, -.38). The Extrinsic values which were negatively correlated most frequently with the Intrinsic values were Economic Returns (twelve) and Success (eleven). The Intrinsic values which were the most frequently negatively correlated with Extrinsic values were Esthetics (nine) and Variety (eight).

In Stage I, there were sixty-five significant negative correlations. Again, Success and Economic Returns were the most frequently negatively correlated with the Intrinsic values; while Intellectual Stimulation, Creativity, and Variety (ten apiece) and Esthetics (nine) were most frequently negatively correlated with the Extrinsic values.

On the basis of the results from both studies, the hypothesis was supported to a rather substantial degree. The results from these comparisons of Intrinsic with Extrinsic values leads to virtually the same conclusions as those reached when examining the intercorrelations of the Intrinsic or the Extrinsic values. That is, while there is a common factor which describes both sets of values, there are subclusters of values within each of the two value sets.

Hypothesis 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

Of the six correlations examined, all six were significant in both age groups.

The correlations ranged between .19 and .69. The highest (.57, .69) were between Occupational Aspiration and Occupational Expectation. In all cases the fourteen-year-old correlations were higher than were the ten-year-old correlations with the largest age difference (.19, .51) being that between Occupational Aspiration and Educational Aspiration.

In Stage I also, all six correlations were significant and the fourteen-year-old correlations were, in all cases, higher than were the ten-year-old correlations.

The results from both studies indicated that the hypothesis was totally verified, although more strongly at age fourteen. It is probable that, as children mature, their aspirations and expectations more closely resemble one another because of the increased degree of reality in the judgment of the older children. Also, with older children there is increased knowledge of the degree of education necessary for the fulfillment of certain careers.

Hypothesis 7: There will be a positive relationship between The two Occupational Interest discrepancy measures.

Both correlations were significant with the ten-year-old correlation being higher than that for the fourteen-year-olds (.53, -.31). The same pair of correlations was also significant in Stage I. They were approximately of the same magnitude as in Stage III, but there was virtually no age difference. All other Occupational Interest discrepancy scores in Stage I were also significant.

The data from both studies confirms the hypothesis at both age levels.

Hypothesis 8: There will be positive relationships among the SAI "Good Coping" measures across the five behavior areas.

All twenty correlations examined were significant in the predicted direction for both age groups.

The correlations ranged between .16 and .57. The highest (.57) was between Task Achievement and Authority in the ten-year-old sample, followed by that between Aggression and Interpersonal Relations (.55) in the ten-year-old sample. With one exception, the correlations were all higher in the ten-year-old sample which might indicate less differentiation in the behavior toward specific problem areas in the younger children.

All individual SAI scores were significantly correlated with the SAI Total score. The highest contribution to the Total Score was from the areas of Aggression (.80, .74) and Interpersonal Relations (.80, .71), though all correlations were rather high. Thus the SAI Total score appeared to be a good representative of the individual SAI scores.

The Stage I SAI instrument was totally different, thus comparisons could not be made.

On the basis of the Stage III data from Japan, this hypothesis was completely confirmed for both age groups, but more strongly at age ten.

Hypothesis 9: There will be positive relationships among the Views of Life "Active" response measures across the twenty subsyndromes plus the Total Score.

Of the one hundred seventy-one correlations examined, there were only seventeen which were significant in the predicted direction. (There were eleven which were significant in the direction opposite from that predicted.)

The significant correlations (all at age fourteen) were: (a) Locus of Control with Academic Locus of Control, Immediate/Delayed Action, and Earned versus Bestowed Status; (b) Academic Locus of Control with Action versus Inaction, and Views of Life;(c) Action versus Inaction with Rate of Action, Instrumentality versus Fantasy, and Activity/Passivity Under Stress; (d) Intrinsic versus Extrinsic with Independence versus Interdependence, and Earned versus Bestowed Status; (e) Competition/Cooperation with Self/Joint Implementation; (f) Independence versus Interdependence with Earned versus Bestowed Status and Views of Life; (g) Earned versus Bestowed Status with Self-Initiation/Other Initiation and Views of Life;and (h) Instrumentality versus Fantasy with Activity/Passivity Under Stress and Positive/Negative Self-Concept.

The range of correlations was between .13 and .24. The highest (.24) was between Locus of Control and Academic Locus of Control. All but two of the individual subsyndromes were significantly correlated with the Views of Life Total score. (Those not correlated were Competition/Cooperation and Positive versus Negative Self-Concept.) The highest correlations with the Total score (.39) were those of Action/Inaction and Instrumentality versus Fantasy. In view of the fact that the correlations with the Total score were all somewhat low, it was felt that the Total score was only a very moderate representation of the individual Views of Life subsyndromes.

With only seventeen out of one hundred and seventy-one correlations significant, the hypothesis must be rejected. The Views of Life instrument was not administered in Stage I.

Hypotheses 10 - 13: There will be positive relationships among the measures of the same Sentence Completion Coping Style variable across different behavior areas.

Stance

Of the twenty Stance correlations examined, fifteen were significant in the predicted direction. Of these, six were in the ten-year-old sample and nine in the fourteen-year-old sample. There were twelve correlations (six pairs) which were significant in both age groups. These were: (a) Aggression with Interpersonal Relations Stance; (b) Authority with Anxiety, Interpersonal Relations, and Task Achievement Stance; (c) Anxiety with Task Achievement Stance; and (d) Interpersonal Relations with Task Achievement Stance. There were no correlations significant at age ten only. Significant at age fourteen only were the following relationships: (a) Aggression with Anxiety and Task Achievement Stance; and (b) Anxiety with Interpersonal Relations Stance. Interpersonal Relations and Task Achievement were the two areas which were correlated most frequently with the other areas.

The range of correlations was between .16 and .65. The highest (.65) was between Authority and Task Achievement Stance at age ten. This was, by far, the largest correlation in the matrix.

All individual Stance scores were significantly correlated with the Stance Total score. Those areas which were correlated most highly were Task Achievement (.73, .64), Interpersonal Relations (.66, .65) and Authority (.65, .63).

In summary, the hypothesis was verified in general, but more strongly for the fourteen-year-old sample.

In Stage I, twelve of the twenty Stance correlations were significant with three at age ten and nine at age fourteen. Task Achievement, Interpersonal Relations, and Authority were again the most highly related to the Total Stance score. Stage I data pointed out the differential age verification of the hypothesis to an even greater degree. That is, overall, the hypothesis was strongly verified at age fourteen but there was only very moderate support at age ten.

Engagement

Of the twenty correlations examined, nine were significant. Of these, six were in the ten-year-old sample and three in the fourteen-year-old sample.

There were six correlations (or three pairs) which were significant at both age levels. These were: (a) Aggression with Interpersonal Relations Engagement; (b) Anxiety with Interpersonal Relations Engagement; and (c) Interpersonal Relations with Task Achievement Engagement. Significant at age ten only were the following relationships: (a) Authority with Interpersonal Relations and Task Achievement Engagement; and (b) Anxiety with Task Achievement Engagement.

The correlations ranged between .18 and .35. The highest (.35) was between Interpersonal Relations and Task Achievement Engagement at age ten.

All individual Engagement scores were significantly correlated with the Engagement Total score. The highest contributions were from Task Achievement (.69, .60), and Interpersonal Relations (.75) at age ten only.

In Stage I, none of the twenty correlations were significant in the predicted direction. However, Engagement in Stage I was scaled somewhat differently than it was in Stage III. All Stage I individual scores were significantly correlated with the Engagement Total score, with Task Achievement, again, contributing the greatest amount to the Total Score.

On the basis of the two studies together, there was moderate support for the hypothesis at age ten, but rather poor support at age fourteen.

Aid/Advice

Of the twenty correlations examined, twelve were significant in the predicted direction. Of these, six were at age ten and six at age fourteen. There were ten correlations (five pairs) which were significant in both age groups. These were: (a) Aggression with Authority and Anxiety Aid/Advice; (b) Authority with Anxiety and Task Achievement Aid/Advice; and (c) Anxiety with Interpersonal Relations Aid/Advice. Significant at age ten only was the relationship between Aggression and Interpersonal Relations Aid/Advice. Significant at age fourteen only was the relationship between Authority and Interpersonal Relations Aid/Advice.

The correlations ranged between .15 and .29. The highest (.29) was between Aggression and Authority Aid/Advice at age ten. All individual Aid/Advice scores were significantly related to the Total Score. The greatest contribution was from Authority (.73, .70), followed by Aggression (.67, .60). The Aid/Advice variable was not measured in Stage I. Based on Stage III findings only, the hypothesis was moderately supported at both age groups.

Coping Effectiveness

Of the twenty correlations examined, eighteen were significant, all in the predicted direction. There were eight correlations significant at age ten and ten at age fourteen.

There were sixteen correlations (or eight pairs) which were significant in both age groups. These were: (a) Aggression with Authority, Interpersonal Relations, and Task Achievement Coping; (b) Authority with Anxiety, Interpersonal Relations and Task Achievement Coping; (c) Anxiety with Task Achievement; and (d) Interpersonal Relations with Task Achievement. Significant at age ten only were the relationships between Task Achievement and both Anxiety and Interpersonal Relations Coping. Significant at age fourteen only was the relationship between Aggression and Anxiety Coping.

The correlations ranged between .17 and .47. The highest (.47) was between Task Achievement and Authority Coping, followed by that (.45) between Task Achievement and Interpersonal Relations Coping, both at age ten. Most of the correlations were somewhat smaller in the fourteen-year-old sample than at age ten. Authority was correlated more frequently with other areas than was any other area.

All individual areas were significantly correlated with the Coping Effectiveness Total score at age ten, but only two were significantly correlated at age fourteen. The greatest contributions to the Total

score were from Interpersonal Relations (.74) and Task Achievement (.77), both at age ten.

In Stage I, seventeen of the twenty correlations were significant in the predicted direction, nine at age ten and eight at age fourteen. All individual area scores were significantly correlated with the Total Coping Effectiveness score in both age groups with Authority contributing the greatest amount of variance to the Total Score (.73, .73) in both age groups, followed by Interpersonal Relations and Task Achievement.

Based upon the findings of both Stages I and III, the hypothesis can be said to have been verified, though slightly stronger at age ten.

Hypothesis 14: There will be a positive relationship among the Coping Style dimension Total Scores and the Coping Effectiveness Total score.

Of the twelve correlations examined, all twelve were highly significant at both age levels. The correlations ranged between .76 and .95. The highest (.95, .95) were between Total Engagement and Total Aid/Advice. The correlations in the two age groups were very close in all instances. Some of the high correlations may be attributed to an artifact of the scoring system since all scores depend partially on the Stance and Engagement score.

This particular hypothesis was not tested in Stage I. At any rate, the hypothesis was well verified at both age levels.

Hypothesis 15: There will be positive relationships among the Sentence Completion Attitude measures and Attitude Total score across behavior areas.

Of the twelve correlations examined, five were significant in the predicted direction. Of these, three were in the ten-year-old sample, and two in the fourteen-year-old sample. There were four correlations (or two pairs) which were significant in both age groups. These were between Task Achievement and both Authority and Interpersonal Relations Attitude. Significant at age ten only was the relationship between Interpersonal Relations and Authority Attitude.

The correlations ranged between .14 and .29. The highest (.29, .24) were between Task Achievement and Authority Attitude in both age groups.

All individual Attitude measures were significantly correlated with Attitude Total score. The highest contribution was from Attitude Toward Authority (.74, .73), followed by Attitude Toward Interpersonal Relations (.69, .65). Anxiety contributed the smallest amount to the Total score in both age groups.

In Stage I, all six correlations were significant for both age groups. (Attitude Toward Anxiety was not measured in Stage I.) Also, all individual Attitude scores were significantly correlated with the Attitude Total score, each contributing a fairly large degree of variance to the Total score.

Based upon the results of both studies together, the hypothesis should be considered to have been moderately supported. Actually, upon observing the Stage III matrix, it may be seen that the introduction of Anxiety Attitude accounted for all but one of the non-significant correlations. Thus, it may be said that the hypothesis was well supported with the exception of Attitude Toward Anxiety, an emotional condition rather than an external problem.

Hypotheses 16 - 19: There will be a positive relationship among the measures of the same Sentence Completion Affect dimension across the different behavior areas and with the Total Affect scores.

Hostile Affect

Of the twenty correlations examined, ten were significant in the predicted direction. Of these, six were in the ten-year-old sample and four in the fourteen-year-old sample. There were six correlations (or three pairs) which were significant in both age groups. These were: (a) Interpersonal Relations with both Aggression and Authority Hostile Affect; and (b) Task Achievement with Interpersonal Relations Hostile Affect. Significant at age ten only were the following correlations: (a) Aggression with both Authority and Task Achievement Hostile Affect; and (b) Authority with Task Achievement Hostile Affect.

The correlations ranged between .14 and .32. The highest (.32) was between Interpersonal Relations and Aggression Hostile Affect, followed by that between Interpersonal Relations and Authority Hostile Affect (.31), both at age ten. The correlations were higher in the ten-year-old than in the fourteen-year-old sample. Interpersonal Relations was correlated more frequently with other Hostile Affect scale scores (seven times) than were other area Hostile Affect scores.

All individual Hostile Affect scores were significantly correlated with the Total Hostile Affect score. The greatest contribution was from Interpersonal Relations (.74, .62), followed by Authority (.66, .63). All but one of the correlations with the Total score were higher at age ten than at age fourteen.

In Stage I, Negative Affect was not divided into Hostile and Depressive Affect, so direct comparisons could not be made. However, in Stage I, out of twelve correlations involving Negative Affect, eleven were significant in the predicted direction.

Considering primarily Stage III results, the hypothesis was supported moderately at age ten, but the support was somewhat less than adequate at age fourteen. However, it should be pointed out that seven of the nonsignificant correlations involved the Anxiety area. Thus, it would perhaps be more accurate to say that the hypothesis received good support with the exception of the Anxiety area Hostile Affect.

Depressive Affect

Of the twenty correlations examined, eight were significant, all in the predicted direction. Of these, four were significant at age ten and four at age fourteen. There were four correlations (or two pairs) which were significant at both age levels. These were between Interpersonal Relations and both Authority and Anxiety Depressive Affect. Significant at age ten only were the relationships between Authority and both Anxiety and Task Achievement Depressive Affect. Significant at age fourteen only were the relationships between Task Achievement and both Anxiety and Interpersonal Relations Depressive Affect.

The correlations ranged between .14 and .28. The highest (.28) was between Task Achievement and Anxiety Depressive Affect at age fourteen.

It should be pointed out that nine of the twelve nonsignificant correlations involved Aggression Depressive Affect (a situation where one would more likely expect Hostile Affect as a reaction).

All individual scores except Aggression were significantly correlated with the Depressive Affect Total score at both age levels. The greatest contribution to the Total Score was from the Anxiety area (.67, .66) as one might expect.

Recalling that Depressive Affect was not separated from general Negative Affect in Stage I, it may be concluded that the hypothesis received moderate support in all areas except Aggression, but that the hypothesis for Aggression Depressive Affect was not supported at all at either age level.

Neutral Affect

Of the twenty correlations examined, seventeen were significant, all in the predicted direction. Of these, ten were significant in the ten-year-old age group, and seven in the fourteen-year-old group. Fourteen of these correlations (or seven pairs) were significant in both age groups. These were: (a) Anxiety with Authority Neutral Affect; (b) Interpersonal Relations with Aggression, Authority, and Anxiety Neutral Affect; and (c) Task Achievement with Authority, Anxiety, and Interpersonal Relations Neutral Affect. Note that the only three nonsignificant correlations at age fourteen involved the Aggression area.

The correlations ranged between .14 and .41. The highest (.41) was between Task Achievement and Interpersonal Relations Neutral Affect at age ten.

All individual Neutral Affect scores were significantly correlated with the Neutral Affect Total score at both age levels. The highest contribution to the Total score was from the Interpersonal Relations area (.70, .67), followed by Authority (.65, .64) and Task Achievement (.70, .56). Interpersonal Relations also was correlated more frequently with other areas than were the other Neutral Affect areas.

This hypothesis was not tested in Stage I. Based on Stage III results only, the hypothesis was completely verified at age ten and was moderately well verified at age fourteen.

Positive Affect

Of the twenty correlations examined, none were significant in either age group. In Stage I also, there were no significant correlations involving Positive Affect. Therefore the hypothesis must be completely rejected.

Hypothesis 20: (a) There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure.

(b) There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

There were no significant correlations for part (a) of the hypothesis concerning the relationship between Attitude and Positive Affect. In Stage I there was a small (.14) significant correlation at age ten only. On the basis of this evidence, part (a) of the hypothesis should be rejected.

For part (b), there were no significant correlations between Attitude and either Negative Affect measure. In Stage I there were significant negative correlations between Total Attitude and Total Negative Affect in both age groups. One wonders whether or not the separation of Negative Affect into Hostile and Depressive Affect in Stage III was responsible in any manner for the disappearance of significant correlations for part (b) of the hypothesis in Stage III. At any rate, part (b) of the Stage III hypothesis must also be rejected for both age groups.

Hypothesis 21: (a) There will be positive relationships between the Positive Affect measure and the Total Attitude measure and the Coping Score totals.

(b) There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total scores.

Part (a) of the hypothesis will first be considered. For Total Positive Affect, none of the correlations with the Coping Style and Effectiveness Total scores were significant in the predicted direction. For Total Attitude, all correlations were significant in the predicted direction, in both age groups. These correlations ranged between .28 and .41. The highest (.41) was between Attitude and Total Coping Effectiveness at age ten.

Next, part (b) of the hypothesis will be considered. Of the sixteen correlations with both Total Hostile and Depressive Affect, all sixteen were significant in the predicted direction for both age groups. The correlations were higher, in general, with Hostile Affect (-.44 to -.78) than with Depressive Affect (-.37 to -.53). The highest correlations (-.78, -.73) were between Total Hostile Affect and Total Coping Effectiveness in both age groups. The highest for Depressive Affect (-.53, -.51) were those with Total Stance.

In conclusion, all parts of the hypothesis were completely verified except for the hypothesized relationship with Total Positive Affect. It should be recalled that Positive Affect was a rare response to most Sentence Completion Coping stems, and that, usually, a Positive Affect response precluded a "Coping" response.

Essentially the same findings were observed in Stage I. That is, for Total Negative Affect, all correlations were significant and negative, while for Total Attitude, all correlations were significant and positive. For Total Positive Affect, four of the six correlations were significant in the predicted direction, though the strength of the correlations were of a somewhat lower order than for the other two variables.

Hypotheses 22 - 31: There will be a positive relationship among the measures of the same Story Completion Coping Style dimensions and Coping Effectiveness scores across the different behavior areas, and with the Total Scores for Coping Style and Coping Effectiveness.

Stance

Of the forty-two correlations examined (excluding those with the Total Score), eight were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and three in the fourteen-year-old sample. Of these, six (or three pairs) were significant in both age groups. These were: (a) The Authority Story with Story Four Anxiety; (b) Story Four Anxiety with the Interpersonal Relations

Story; and (c) Story Six Anxiety with the Academic Task Achievement Story. Significant at age ten only were the relationships between Academic Task Achievement and both Story Four Anxiety and Interpersonal Relations.

The correlations ranged between .14 and .25. The highest (.25) were between Story Four Anxiety and both the Authority and the Interpersonal Relations stories at age ten. The correlations tended to be higher at age ten than at age fourteen. The stories which were correlated most frequently with other stories were Story Four Anxiety (five times) and Academic Task Achievement (four times).

All individual Stance scores were significantly correlated with the Stance Total score. The stories which contributed the most to the Total score were Story Six Anxiety (.56, .47) and Academic Task Achievement (.56, .49).

Stance was not scaled for most stories in Stage I. Based on Stage III data, the hypothesis should probably be rejected since only eight of forty-two correlations were significant.

Engagement

Of the forty-two correlations examined, only five were significant in the predicted direction. All five of these were in the ten-year-old age group. These were: (a) Authority with Story Four Anxiety and Interpersonal Relations; (b) Story Four Anxiety with Interpersonal Relations and Academic Task Achievement; and (c) Story Six Anxiety with Academic Task Achievement.

The correlations ranged between .15 and .26. The highest (.26) was between Story Four Anxiety and Academic Task Achievement at age ten.

All individual Engagement scores were significantly correlated with the Engagement Total score. The greatest contributions to the Total score were from Academic Task Achievement (.56, .51), and Aggression (.47, .51). With few exceptions, the Total Score appeared to be a fair representation of the Engagement measure. In Stage I, seventeen of the fifty-six correlations were significant with nine being in the ten-year-old sample. Thus, there was somewhat better support for the hypothesis regarding Engagement in Stage I than in Stage III. Overall, however, it seemed most feasible to reject the hypothesis, especially as Stage III data indicated.

Initiation

Of the forty-two correlations examined, only one was significant (.22). This was between Story Four Anxiety and Academic Task Achievement at age ten.

All individual Initiation scores were significantly correlated with the Initiation Total score. The greatest contributions were from Aggression (.53, .53) and Academic Task Achievement (.55, .40).

In Stage I, of the fifty-six correlations examined, only ten were significant, seven at age fourteen.

Considering both Stages I and III results simultaneously, the hypothesis should be rejected for both age groups.

Aid/Advice

Of the forty-two correlations examined, only one was significant in the predicted direction. This was between Authority and Interpersonal Relations (.16) at age ten.

All individual Aid/Advice scores were significantly correlated with the Aid/Advice Total score. The greatest contributions to the Total score were from Aggression (.50, .47), and Academic Task Achievement (.53, .39).

Aid/Advice was not measured in Stage I. On the basis of Stage III data, the hypothesis must be totally rejected.

Solver

Of the forty-two correlations examined, only four were significant in the predicted direction, two at age ten and two at age fourteen. Significant at age ten only were the relationships between Story Four Anxiety and both Aggression and Academic Task Achievement. Significant at age fourteen only were the relationships between Story Six Anxiety and both Aggression and Authority. The correlations ranged between .14 and .29. The highest (.29) was between Aggression and Story Six Anxiety at age fourteen.

Twelve of the fourteen individual Solver scores were significantly correlated with the Total score. Only Nonacademic Task Achievement was not significantly correlated with the Total Score. The greatest contributions were from Story Six Anxiety (.50, .61) and Aggression (.45, .60).

Solver was not measured in Stage I. On the basis of Stage III data alone the hypotheses must be rejected for both age groups.

Implementation

Of the forty-two correlations examined, six were significant in the predicted direction, three at age ten and three at age fourteen. Significant at both age levels was the relationship between Aggression and Story Six Anxiety. Significant at age ten only were the

relationships of: (a) Story Four Anxiety with Academic Task Achievement; and (b) Story Six Anxiety with Interpersonal Relations. Significant at age fourteen only were the relationships between Story Six Anxiety and both Authority and Academic Task Achievement.

The correlations ranged between .14 and .28. The highest (.20, .28) were between Aggression and Story Six Anxiety.

All individual Implementation scores were significantly correlated with the Total Implementation score. The greatest contributions were from Story Six Anxiety (.54, .65), and Aggression (.48, .58).

In Stage I, of the forty-two correlations examined, sixteen were significant, all in the predicted direction, with an equal number significant at both age groups. Thus, there was much greater support for the Implementation Hypothesis in Stage I. The method of measuring Implementation was somewhat different in the two studies, but was, theoretically, equivalent. Only very tentative support can be given the hypothesis, based upon the very sparse Stage III findings.

Outcome

Of the forty-two correlations examined, seventeen were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and twelve in the fourteen-year-old sample. There were ten correlations (five pairs) which were significant at both age levels. These were: (a) Aggression with Story Six Anxiety and Interpersonal Relations; and (b) Story Four Anxiety with Story Six Anxiety, Interpersonal Relations, and Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Authority and Academic Task Achievement; (b) Authority with Stories Four and Six Anxiety and Interpersonal Relations; and (c) Story Six Anxiety with Interpersonal Relations and Academic Task Achievement.

The correlations ranged between .15 and .31. The highest (.31) was between Stories Four and Six Anxiety at age fourteen. The stories which were correlated most frequently with other stories were Stories Four and Six Anxiety (with seven apiece). All individual Outcome scores were significantly correlated with the Outcome Total score. The highest contributions were from Story Four Anxiety (.55, .59) and Story Six Anxiety (.53, 62).

Outcome was not measured in Stage I. Based on Stage III results, there was fairly good support for the hypothesis in the fourteen-year-old sample, but rather poor support in the ten-year-old sample.

Evaluation of Outcome

Of the forty-two correlations examined, only three were significant in the predicted direction, all in the ten-year-old sample. These were: (a) Story Four Anxiety with Story Six Anxiety and Academic Task Achievement; and (b) Story Six Anxiety with Academic Task Achievement.

The correlations ranged between .19 and .23, with highest being between Academic Task Achievement and Story Four Anxiety.

All but one of the individual Evaluation of Outcome scores were significantly correlated with the Evaluation of Outcome Total score. The one not significant was Story Six Anxiety at age fourteen, though at age ten this story represented the highest contribution to the Total Score (.50) of all stories.

Evaluation of Outcome was not measured in Stage I. Based upon Stage III findings the hypothesis must be rejected for both age groups.

Coping Effectiveness

Of the forty-two correlations examined, eight were significant, all in the predicted direction. Of these, six were at age ten and two at age fourteen. There were four correlations (or two pairs) significant at both age levels. These were between: (a) Story Four Anxiety and and Interpersonal Relations; and (b) Story Six Anxiety and Academic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Story Six Anxiety; (b) Authority with Story Four Anxiety; (c) Story Four Anxiety with Academic Task Achievement; and (d) Story Six Anxiety with Interpersonal Relations.

The correlations ranged between .14 and .26. The highest (.26) was between Story Four Anxiety and Academic Task Achievement at age ten.

All but one of the individual Coping Effectiveness scores were significantly correlated with the Coping Effectiveness Total score. The one not correlated was Nonacademic Task Achievement at age ten. The highest contributions to the Total Score were from Aggression (.52, .51) and Academic Task Achievement (.58, .44), followed by Story Six Anxiety (.51, .47).

In Stage I, out of fifty-six correlations, twenty-nine were significant. Thus the hypothesis received far better support in Stage I than in Stage III. Part of this may be attributed to the different methods of measuring Coping Effectiveness and part, possibly, to the different nature of the stories in the two studies.

The poor findings in Stage III must be considered in the light of the good findings in Stage I. Due to the nature of the Stage I findings, the hypothesis must be at least tentatively supported. A comparison of the two methods of measuring Coping Effectiveness might shed some light on the differences between the findings of the two studies.

Instrumentality

Of the forty-two correlations examined, nine were significant, all in the predicted direction. Of these, three were significant at age

ten and six at age fourteen. There were four correlations (two pairs) which were significant in both age groups. These were between Nonacademic Task Achievement and both Authority and Story Four Anxiety. Significant at age ten only was the relationship between Story Four Anxiety and Interpersonal Relations. Significant at age fourteen only were the following relationships: (a) Aggression with Story Four and Six Anxiety and Nonacademic Task Achievement; and (b) Authority with Interpersonal Relations.

The correlations ranged between .14 and .24. The highest (.24) was between Aggression and Story Four Anxiety at age fourteen.

All individual Instrumentality scores were significantly correlated with the Instrumentality Total score. The highest contribution was from Nonacademic Task Achievement (.63, .63), followed by that from Story Four Anxiety (.59, .54).

In Stage I, for Persistence, out of fifty-six correlations examined, sixteen were significant in the predicted direction, with eleven of these being at age fourteen.

In summary, there is not actually adequate support for the hypothesis as a whole, though in both studies the support is better at age fourteen than at age ten.

Hypothesis 32a - 32b: There will be a positive relationship among the Coping Style dimension Total scores and Coping Effectiveness.

Of the one hundred ten correlations examined, ninety were significant in the predicted direction. Of the twenty nonsignificant correlations, seventeen involved Response Length. The other three nonsignificant correlations were: (a) Total Stance with Evaluation of Outcome at age fourteen, and (b) Total Instrumentality with Evaluation of Outcome and Response Length at age ten.

The correlations ranged between .16 and .91. The highest (.91, .91) were between Total Solver and Total Implementation at both age levels, plus between Total Initiation and Total Coping Effectiveness at age ten.

This hypothesis was not tested in Stage I. With the exception of the Response Length variable, this hypothesis was very well verified at both age levels.

Hypothesis 33: There will be a positive relationship among Length of Response across all behavior areas.

Of the forty-two correlations examined, all forty-two were significant in the predicted direction.

The correlations ranged between .39 and .74. The highest was between Aggression and Interpersonal Relations (.74) and between Aggression and Authority (.73) both at age ten.

All individual Response Length scores were significantly correlated with the Total Response Length score. All contributions to the Total score were quite high (between .70 and .88). Thus the Total score was a good representation of the Response Length measure.

Response Length was not measured in Stage I. Based upon Stage III findings, the hypothesis was highly verified in both age groups.

Hypotheses 34 - 36: There will be a positive relationship among the measures of the same Story Completion Affect dimension across the different behavior areas.

Positive Affect Hero

Of the forty-two correlations examined, twelve were significant, all in the predicted direction. Of these, seven were at age ten and five at age fourteen. There were six correlations (three pairs) which were significant at both age levels. These were: (a) Story Six Anxiety with Authority and Story Four Anxiety; and (b) Nonacademic Task Achievement with Story Six Anxiety. Significant at age ten only were the following relationships: (a) Aggression with Stories Four and Six Anxiety; (b) Authority with Academic Task Achievement; and (c) Story Six Anxiety with Academic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Nonacademic Task Achievement; and (b) Authority with Story Four Anxiety.

The correlations ranged between .14 and .28. The highest (.28) was between Stories Four and Six Anxiety at age ten. Story Six Anxiety was the story which was most frequently correlated with other stories (eight times).

All individual Positive Affect Hero scores were significantly correlated with the Total Score. The greatest contribution was from the Interpersonal Relations story (.55, .60) followed by Story Four Anxiety (.52, .48) and Story Six Anxiety (.59, .42).

Affect was not measured in the same manner in Stage I, so direct comparisons could not be made. Stage III results gave only very tentative and somewhat poor support to the hypothesis at both age levels.

Negative Affect Hero

Of the forty-two correlations examined, seventeen were significant, nine at age ten and eight at age fourteen. There were six correlations

(three pairs) that were significant at both age levels. These were: (a) Story Four Anxiety with Story Six Anxiety and Academic Task Achievement; and (b) Interpersonal Relations with Academic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Story Four Anxiety; (b) Authority with Stories Four and Six Anxiety; (c) Story Six Anxiety with Interpersonal Relations and Academic Task Achievement; and (d) Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Authority and Academic Task Achievement; (b) Story Four Anxiety with Interpersonal Relations and Nonacademic Task Achievement; and (c) Story Six Anxiety with Nonacademic Task Achievement.

The correlations ranged between .14 and .26. The highest (.26) was between Aggression and Academic Task Achievement at age fourteen.

All individual Negative Affect Hero scores were positively correlated with the Total Story Four Anxiety (.64, .56) and Academic Task Achievement (.55, .64). With few exceptions the Total score appeared to be a fair representative of the individual Negative Affect Hero dimension.

Story Completion Affect dimensions were not measured in the same manner in Stage I, so that direct comparisons were not possible. There was very tenuous support for the hypothesis at both age levels.

Total Affect Hero Plus Others

Of the forty-two correlations examined, twenty-three were significant, all in the predicted direction. Of these, fourteen were in the ten-year-old sample and nine in the fourteen-year-old sample. Ten of these (or five pairs) were significant at both age levels. There were: (a) Aggression with Story Four Anxiety; (b) Story Four Anxiety with Story Six Anxiety, Interpersonal Relations, and Academic Task Achievement; and (c) Interpersonal Relations with Academic Task Achievement. Significant at age ten only were the following relationships: (a) Aggression with Story Six Anxiety and Interpersonal Relations; (b) Authority with Stories Four and Six Anxiety, Interpersonal Relations, and Academic Task Achievement; (c) Story Six Anxiety with Interpersonal Relations and Academic Task Achievement; and (d) Interpersonal Relations with Nonacademic Task Achievement. Significant at age fourteen only were the following relationships: (a) Aggression with Academic and Nonacademic Task Achievement; and (b) Nonacademic Task Achievement with Story Six Anxiety and Academic Task Achievement.

The correlations ranged between .15 and .37. The highest (.37) was between Stories Four and Six Anxiety at age ten.

All individual scores were significantly correlated with the Total Score. The greatest contributions were from Story Four Anxiety (.69,

.62) and Interpersonal Relations (.65, .54). The story which was correlated most frequently with other stories was Story Four Anxiety (nine times) followed by Interpersonal Relations and Academic Task Achievement (eight times each). There was no equivalent Story Completion Affect measure in Stage I. In summary, the hypothesis received fairly good support in both age groups, with somewhat better support in the ten-year-old sample.

Hypothesis 37: There will be positive relationships among the Story Completion Total Positive Affect measures and the Total Coping Style measures. There will be a negative relationship among the Story Completion Negative Affect measures and the Total Coping Style measures.

Of the forty correlations examined, twenty were significant in the predicted direction (nine for Positive Affect and eleven for Negative Affect). Of these, eight were significant at age ten and twelve at age fourteen. There were six correlations (three pairs) which were significant at both age levels. These were: (a) Engagement with Total Negative Affect Hero; and (b) Total Positive Affect Hero with both Total Outcome and Total Evaluation of Outcome. Significant at age ten only were the following relationships: Total Positive Affect with Initiation, Aid/Advice, Solver, Implementation and Coping Effectiveness. Significant at age fourteen only were the following relationships: Total Negative Affect with Stance, Initiation, Aid/Advice, Solver, Implementation, Evaluation of Outcome, Coping Effectiveness, and Instrumentality.

The correlations ranged between .17 and -.44. The highest (-.44) was between Engagement and Negative Affect Hero at age fourteen. It should be noted that the majority of the ten-year-old correlations were with Positive Affect, while for the fourteen-year-olds, Negative Affect correlated more frequently with the Coping Style dimensions. Thus the hypothesis was fairly well confirmed for the ten-year-old sample when the Affect variable was positive, but poorly confirmed at age ten when negative. The opposite was true at age fourteen. That is, the hypothesis was fairly well confirmed when the Affect variable was negative, but poorly confirmed when it was positive.

In Stage I, both Affect variables were significantly (and positively) correlated with all Coping Style and Effectiveness dimensions at both age levels; however, Affect was measured differently in Stage I.

Hypothesis 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

Of the fourteen correlations examined pertaining to this hypothesis, only one was significant in the predicted direction at age fourteen.

There were three significant in the direction opposite from that predicted. Thus the hypothesis must be rejected at both age levels. This hypothesis was not tested in Stage I.

Hypotheses 39 - 42: There will be positive relationships among measures of the same Coping Style dimensions and Coping Effectiveness measures in the same behavior areas across the two projective instruments as well as positive relationships with the Total Scores.

Stance

Only two of the sixteen correlations were significant, both at age fourteen. These were: (a) Academic Task Achievement with Task Achievement (.27) and Total Sentence Stance with Total Story Stance (.16). This hypothesis was not tested in Stage I. On the basis of these results, the hypothesis must be rejected for both age groups.

Engagement

Of the sixteen correlations examined, three were significant, one at age ten and two at age fourteen. Significant at age ten was the relationship between Sentence and Story Authority (.14). Significant at age fourteen were the relationships: (a) Academic Task Achievement with Task Achievement; and (b) Sentence and Story Total Engagement.

In Stage I, only two of eighteen correlations were significant, both at age fourteen. Thus the hypothesis should be rejected though in both studies the fourteen-year-olds seemed to show a slightly greater relationship than did the ten-year-olds.

Aid/Advice

Of the fourteen correlations examined, only two were significant, both at age fourteen. These were: (a) Academic Task Achievement with Task Achievement (.15); and (b) Sentence and Story Completion Total Aid/Advice score (.19).

This hypothesis was not tested in Stage I, and based upon these results, must be rejected for both age groups.

Coping Effectiveness

Of the sixteen correlations examined, only two were significant, both at age fourteen. These were: (a) Academic Task Achievement (.18) and (b) Sentence and Story Completion Total score (.21).

In Stage I, seven out of eighteen correlations for Coping Effectiveness were significant, five of them at age fourteen. This gave somewhat better support to the hypothesis than did the Stage III findings.

It is interesting to notice that the majority of significant relationships for both Coping Style and Effectiveness were in the fourteen-year-old group. This indicates a possible greater consistency in the older children's behavior toward the different instruments. Also of interest was the fact that in Stage III it was consistently the Task Achievement Total scores which were significantly correlated. Evidently the behavior toward the Task Achievement area is the most consistent among the older children.

Hypothesis 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

Of the sixteen correlations examined, none were significant for either age group. In Stage I also, none of these Positive Affect relationships were significant. Thus the hypothesis must be thoroughly rejected for both age groups.

Hypothesis 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, none of them were significant in the predicted direction for either age group. In Stage I, only three of eighteen correlations of this value were significant. Thus the hypothesis must be rejected for both age groups.

Hypothesis 43c: The Story Completion Negative Affect measures will be negatively related to Sentence Completion Positive Affect measures of the same behavior area.

Of the sixteen correlations examined, none were significant in either age group. This hypothesis was not tested in Stage I. Thus the hypothesis must be completely rejected.

Hypothesis 43d: The Story Completion Negative Affect measures will be positively related to the Sentence Hostile and Depressive Affect measures of the same behavior area.

Of the thirty-two correlations examined, only four were significant, all at age fourteen. These were: (a) Story Four Anxiety Negative Affect with Sentence Depressive Affect (.14); (b) Story Six Anxiety Negative Affect with Sentence Depressive Affect; and (c) Total Story Negative Affect with Total Sentence Hostile (.16) and Depressive (.21) Affect. The same hypothesis could not be tested in Stage I. Based

upon these results, there was no support whatsoever at age ten and very poor support at age fourteen. Thus, overall, the hypothesis should be rejected.

Hypotheses 44a - 44e: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

Task Achievement

Of the twenty-four correlations examined, all were significant in the predicted direction for both age groups.

The correlations ranged between .16 and .44. The highest (.40, .44) were between Total Sentence Stance and the Total SAI score. The hypothesis was completely verified at both age levels. These findings cannot be compared to Stage I SAI findings due to the completely different nature of the Stage I SAI scales.

Interpersonal Relations

Of the twenty-four correlations examined, again, all were significant in the predicted direction. The correlations ranged between .20 and .44 with the highest relationship again being between Total Stance and the Total SAI score. All Total Score correlations were somewhat higher than were those between the Interpersonal Relations areas.

In short, the hypothesis was confirmed at both age levels.

Authority

All but one of the twenty-four correlations were significant in the predicted direction. Nonsignificant was the relationship between Authority Engagement and SAI Authority at age ten. The correlations ranged between .14 and .44 with the highest again being those between Total Scores. The hypothesis was confirmed for both age groups.

Anxiety

Of the twenty-four correlations, fourteen were significant in the predicted direction. None of the correlations between the Sentence Anxiety Coping Style dimensions and SAI Anxiety were significant, though the Sentence Completion Anxiety scales were significantly correlated with the SAI Total score in five out of six cases, but these correlations were rather low compared to other areas. Thus, with respect to Anxiety itself, the hypothesis must be rejected for both age groups.

Aggression

Twenty-one of the twenty-four correlations were significant in the predicted direction. In the relationship of the Sentence Completion Aggression scales to SAI Aggression, five of the six correlations were significant, two out of three at age ten, and all three at age fourteen. Aggression Stance and Engagement also were not correlated with the SAI Total score. The correlations between the two Aggression areas themselves ranged between .14 and .31. The highest (.31) was between Aggression Aid/Advice and SAI Aggression. In summary, the hypothesis was completely supported at age fourteen and received fairly good support (two out of three) at age ten.

Hypotheses 45a - 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI "Good Coping" measures in the five different behavior areas.

Academic Task Achievement

Of the total of seventy-two correlations examined, twenty-three were significant, all in the predicted direction. Of these, seven were significant at age ten and sixteen at age fourteen. However, let us consider the actual sub-hypothesis of Task Achievement itself. Of the eighteen correlations between SAI Task Achievement and the various Story Completion Academic Task Achievement scales, five were significant, all at age fourteen. These were between SAI Task Achievement and Story Completion Academic Task Achievement Stance, Initiation, Aid/Advice, Solver, and Implementation. These correlations ranged between .14 and .17 with that for Solver being the highest.

The SAI and Story Completion Total scores were not correlated quite as well as were the Sentence Completion and SAI Total scores. That is, eleven out of eighteen correlations were significant. This will be consistent throughout the remainder of these sub-hypotheses, thus will not be discussed further.

The Task Achievement (Academic) received fair support at age fourteen, but no support whatsoever at age ten.

Interpersonal Relations

Of the total of seventy-two correlations, only fifteen were significant, eleven of these being between the Total Scores of the two instruments. With respect to the correlations between SAI Interpersonal Relations and the Story Completion Interpersonal Relations scales, only two of the eighteen correlations were significant, one at age ten (Evaluation of Outcome, .18), and one at age fourteen (Outcome, .16). Thus, the hypothesis must be rejected for both age groups.

Aggression

Of the seventy-two correlations examined, forty-six were significant in the predicted direction. Thus there was obviously more of a relationship of Aggression from the Story Completion with the Total Score from the SAI, and a greater relationship between SAI Aggression and the Story Completion Total scores. Turning now to the specific hypothesis, however, out of eighteen correlations, ten were significant in the predicted direction. Of these, six were in the ten-year-old sample and four in the fourteen-year-old sample. There were six correlations (three pairs) which were significant at both age levels. These were between SAI Aggression Coping and Story Completion Engagement, Solver, and Implementation. Significant at age ten only were the relationship between SAI Aggression Coping and Initiation, Aid/Advice, and Instrumentality. Significant at age fourteen only was the relationship between SAI Coping and Story Completion Outcome.

In summary, there was fairly good support for the hypothesis at age ten, but the results were less impressive at age fourteen. Overall, it may be said that the hypothesis received moderate support.

Anxiety (Story Four)

Of the seventy-two correlations examined, eleven were significant in the predicted direction, but all of these were between the Total scores of the two instruments. There were no significant correlations between the Anxiety areas of either instrument. Thus the hypothesis must be rejected at both age levels.

Authority

Of the seventy-two correlations examined, eighteen were significant (eleven being in the Total score x Total score correlations). There were only two significant correlations between SAI Authority and the Story Completion Authority scales, one at age ten and one at age fourteen. At age ten SAI Authority was related to Stance (.14), while at age fourteen it was related to Instrumentality (.17).

Thus, when considering Authority alone, the hypothesis must be rejected for both age groups.

Anxiety (Story Six)

Of the seventy-two correlations examined, fifteen were significant (eleven involving the correlations between the Total Scores for both instruments). There were no significant correlations between SAI Anxiety and the Story Completion (Story Six) Anxiety scales. Thus the hypothesis must be completely rejected for both age groups.

Nonacademic Task Achievement

Of the seventy-two correlations examined, twenty were significant (eleven between the Total scores of the two instruments). There were no significant correlations between SAI Task Achievement and the Nonacademic Task Achievement story scales. Thus the hypothesis must be rejected at both age levels.

Hypothesis 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behaviors.

Of the twelve correlations examined pertinent to this hypothesis, ten were significant in the predicted direction. Only the Anxiety area was not correlated significantly between the two instruments. In all other areas (plus the Total score) the correlations were significant in both age groups. They ranged between .25 and .47. The highest (.46, .47) were between the Total SAI score and Sentence Completion Total Coping Effectiveness. All individual scores were significantly correlated with the Total Score from the other instrument. In short, with the exception of the Anxiety area, this hypothesis was supported at both age levels.

Hypothesis 47: The Story Completion measures of Coping Effectiveness will be positively related to the SAI "Good Coping" measures in the same behavior areas.

Of the sixteen correlations examined, five were significant, all in the predicted direction. Two of these were in the ten-year-old sample and three in the fourteen-year-old sample. Significant in both age groups was the relationship between Aggression and between the Total Scores for the two instruments. Significant at age fourteen only was the relationship between Academic Task Achievement and SAI Task Achievement.

The correlations ranged between .16 and .22. The highest (.20, .22) were between the Aggression areas of the two instruments.

In conclusion, there was not sufficient evidence for support of this hypothesis at either age level.

Hypothesis 48a: The SAI "Good Coping" scores will be positively related with the Story Completion Positive Affect measures.

Of the ninety-six correlations examined, only three were significant, two at age ten and one at age fourteen. Thus the hypothesis must be rejected for both age groups.

Hypothesis 48b: The SAI "Good Coping" scores will be negatively related with the Story Completion Negative Affect measures.

Of the ninety-six correlations examined, only seven were significant, all in the fourteen-year-old sample. These were: (a) Academic Task Achievement Negative Affect with Authority, Aggression, and the SAI Total score; (b) Aggression Negative Affect with SAI Aggression; (c) Nonacademic Task Achievement Negative Affect with Aggression and the SAI Total score; and (d) Total Negative Affect with SAI Aggression. Obviously the SAI Aggression was correlated more frequently with the Story Completion Negative Affect scores than were other SAI areas. Though there was a slight trend at age fourteen, the hypothesis must be rejected for both age groups.

Hypothesis 49a: The SAI "Good Coping" scores will be positively related with the Sentence Completion Positive Affect measures.

Of the twelve correlations examined, none were significant in the predicted direction. Thus the hypotheses must be rejected for both age groups.

Hypothesis 49b: The SAI "Good Coping" scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

Of the twenty-four correlations examined, twelve were significant, all in the predicted direction. Of these, five were in the ten-year-old sample and seven in the fourteen-year-old sample. Of these twelve correlations, nine were with Hostile Affect and only three for Depressive Affect.

There were ten correlations (five pairs) which were significant in both age samples. These were: (a) SAI Authority with Authority Hostile Affect; (b) SAI Aggression with Aggression Hostile Affect; (c) SAI Interpersonal Relations with Interpersonal Relations Hostile Affect; and (d) the SAI Total score with both Total Hostile and Total Depressive Affect. Significant at age fourteen only was the relationship between SAI Task Achievement and both Task Achievement Hostile and Depressive Affect.

The correlations ranged between -.14 and -.36. The highest (-.32, -.36) were between the SAI Total score and the SAI Total Hostile Affect. Interpersonal Relations Hostile Affect was the score which was most frequently correlated with the various SAI measures (ten times); while SAI Interpersonal Relations was the most frequently correlated with the Sentence Completion Negative Affect measures (eleven times).

In summary, the hypothesis was well verified for Hostile Affect (with the exception of Anxiety), but received very poor support for Depressive Affect.

Hypothesis 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping Dimension measures.

Of the two hundred forty correlations examined, only seventeen were significant in the predicted direction. (There were seven significant in the direction opposite from that predicted but they established no particular trend and were randomly scattered.) Of the significant positive relationships, four were in the ten-year-old sample and thirteen in the fourteen-year-old group. There were four correlations (two pairs) which were significant in both age groups. These were Self-Satisfaction with both Sentence Completion Aid/Advice and Coping Effectiveness. Significant at age ten only was the relationship between Creativity and both Story Completion Initiation and Aid/Advice. Significant at age fourteen only were the following relationships: (a) Altruism with all Sentence Completion variables and with Story Completion Solver, Implementation, Outcome, Coping Effectiveness and Instrumentality; and (b) Creativity with Sentence Completion Stance.

The correlations ranged between .14 and .33. The highest (.33) was between Altruism and Sentence Completion Coping Effectiveness at age fourteen.

In Stage I only eleven out of one hundred seventy-six correlations were significant. In both Stages I and III the overwhelming number of significant correlations were: (a) with the value Altruism; and (b) at age fourteen. Overall, the hypothesis must be rejected. However, there is evidently a real relationship between Altruism and Coping Style for the older children.

Hypothesis 51: The Occupational Values Intrinsic measures will be positively related with the SAI "Cood Coping" measures.

Of the one hundred and eight correlations examined, twenty-two were significant in the predicted direction. (There were nine significant in the direction opposite from that predicted.) There were ten correlations significant at age ten and twelve at age fourteen. There were fourteen correlations (or seven pairs) which were significant in both age groups. These were: Altruism with all SAI scores, except Anxiety (including the SAI Total score); and (b) Total Intrinsic with SAI Interpersonal Relations; and (c) Creativity with Anxiety. Significant at age ten only were the following relationships: (a) Self-Satisfaction with Aggression, Interpersonal Relations and the SAI Total score. Significant at age fourteen only were the following relationships: (a) Intellectual Stimulation with Interpersonal Relations; (b) Variety with

Task Achievement; and (c) Intrinsic Total score with Task Achievement, Anxiety and the SAI Total score.

The correlations ranged between .14 and .28. The highest (.28) was between Altruism and the SAI Total score at age fourteen.

The hypothesis as a whole must be rejected. However, it was well upheld for the value of Altruism, just as in the previous hypothesis. It was also interesting to observe (at age ten) the large number of significant negative correlations of Independence with the SAI.

Hypothesis 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

Of the two hundred correlations observed, only ten were significant. These were: (a) Immediate/Delayed Action with Esthetics; (b) Competition/Cooperation with Independence; (c) Earned versus Bestowed Status with Creativity; (d) Self/Other Initiation with Creativity; (e) Self versus Joint Implementation with both Esthetics and Total Intrinsic; (f) Activity versus Passivity Under Stress with Management; and (g) Views of Life Total score with both Creativity and the Total Intrinsic score. The correlations ranged between .14 and .29. The highest (.29) was between Self versus Joint Implementation and the Total Intrinsic score.

With only ten correlations significant, there was not sufficient evidence for acceptance of this hypothesis. Thus the hypothesis was completely rejected.

Hypothesis 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Completion Total Affect measure.

Of the thirty-six correlations examined, five were significant in the predicted direction, four at age ten and one at age fourteen. The following correlations were significant at age ten: (a) Intellectual Stimulation with Story Positive Affect; (b) Variety with both Sentence and Story Positive Affect; and (c) Total Intrinsic score with Story Positive Affect. Significant at age fourteen only was the relationship between Esthetic and Story Positive Affect. (Story Positive Affect had four significant correlations while Sentence had only one.) The correlations ranged between .14 and .18. The highest (.18) was between Esthetics and Story Positive Affect at age fourteen.

In summary, according to the Stage III data, the hypothesis must be rejected.

Hypothesis 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with Story Completion Total Negative Affect.

Of the fifty-four correlations examined, only four were significant in the predicted direction, all in the fourteen-year-old sample. These were: (a) Altruism with Sentence Hostile Affect; (b) Sentence Hostile Affect with Esthetics and Self-Satisfaction; and (c) Creativity with Sentence Depressive Affect.

The correlations ranged between -.15 and -.24. The highest (-.24) was between Altruism and Total Hostile Affect.

This hypothesis must be rejected at both age levels.

Hypothesis 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

Of the two hundred forty correlations examined, sixteen were significant in the predicted direction. Of these, eight were in the ten-year-old sample and eight in the fourteen-year-old sample.

There were eight correlations (four pairs) which were significant in both age groups. These were Economic Returns with Sentence Completion Stance, Engagement, Aid/Advice, and Total Coping Effectiveness. Significant at age ten only were the following relationships: (a) Prestige with Story Completion Evaluation of Outcome and Sentence Completion Aid/Advice and Coping Effectiveness; and (b) Economic Returns with Sentence Completion Attitude. Significant at age fourteen only were the following relationships: (a) Success with Sentence Completion Engagement and Coping Effectiveness; and (b) Total Extrinsic with Sentence Completion Stance and Total Coping Effectiveness.

The correlations ranged between -.14 and -.29. The highest (-.29) was between Economic Returns and Sentence Coping Effectiveness at age fourteen.

Overall, this hypothesis must be rejected. There was only one correlation with the Story Completion variables that was significant. Better support was found with Sentence Completion variables, but only with Economic Returns were the correlations consistently significant. In Stage I, the data in support of this hypothesis was even poorer than that observed in Stage III (only two correlations significant).

Hypothesis 56: The Occupational Values Extrinsic measure will be negatively related with the SAI "Good Coping" measures.

Of the ninety-six correlations examined, twenty-one were significant in the predicted direction. Of these, ten were in the ten-year-old sample and eleven in the fourteen-year-old sample. There were twelve correlations (six pairs) which were significant in both age groups. These were: (a) Security with Anxiety; (b) Economic Returns with

Authority, Aggression, Interpersonal Relations, and the SAI Total score; and (c) Total Extrinsic score with Interpersonal Relations. Significant at age ten only were the relationships between Prestige and Task Achievement, Interpersonal Relations, and the SAI Total score. Significant at age fourteen only were the following relationships: (a) Success with Task Achievement; (b) Surroundings with Anxiety; and (c) Total Extrinsic with Task Achievement, Anxiety; and the SAI Total score.

The correlations ranged between -.14 and -.28. The highest (-.28) was between Economic Returns and Interpersonal Relations at age ten.

Except for the value of Economic Returns, the hypothesis must be rejected. For Economic Returns, nine out of twelve correlations were significant. There were no different age trends observed. There was no comparable hypothesis for examination in Stage I.

Hypothesis 57: The Occupational Values Extrinsic measures will be negatively related with the Active measures of the Views of Life.

Of the one hundred sixty correlations examined, sixteen were significant in the predicted direction. These were: (a) Intrinsic/Extrinsic with Follow Father; (b) Task Achievement/Interpersonal Relations with Surroundings and Associates; (c) Competition/Cooperation with Security; (d) Independence/Interdependence with Follow Father; (e) Earned versus Bestowed Status with Economic Returns; (f) Self/Joint Implementation with Security Economic Returns, Associates, and Total Extrinsic; (g) Instrumentality versus Fantasy with Associates; (h) Activity versus Passivity Under Stress with Success and Prestige; and (i) the Views of Life Total score with Security, Associates, and Total Extrinsic.

The correlations ranged between -.14 and -.29. The highest (-.29) were between Self versus Joint Implementation and both Associates and the Total Extrinsic score. Associates was the Extrinsic value the most frequently correlated with the various Views of Life syndromes; while Self versus Joint Implementation was the Views of Life value most frequently correlated with the Extrinsic values.

Overall, however, the hypothesis must be rejected.

Hypothesis 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

Of the thirty-two correlations examined, only three were significant in the predicted direction, all at age ten. These were: (a) Story-Total Positive Affect with Prestige and the Total Extrinsic

score; and (b) Sentence Total Positive Affect with Success. The correlations ranged between -.14 and -.19 with that between Success and Sentence Positive Affect being the highest. In Stage I, only two out of forty-eight correlations were significant in the predicted direction. Thus, combining the results of both Stages I and III, the hypothesis must be rejected.

Hypothesis 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

Of the forty-eight correlations examined, only three were significant in the predicted direction. (There were five significant in the direction opposite from that predicted.) There were two correlations (one pair) significant at both age levels. These were between Associates and Story Completion Negative Affect. Significant at age fourteen only was the relationship between Economic Returns and Sentence Total Hostile Affect. The correlations ranged between .16 and .27. The highest (.27) was between Economic Returns and Sentence Hostile Affect at age fourteen.

In Stage I, there was only one significant correlation of the Extrinsic values with Negative Affect. Thus, the hypothesis must be rejected for both age groups.

Hypothesis 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Coping dimension measures.

Of the sixty correlations examined, only one was significant in the predicted direction (-.14); and that was between Total Stance and Occupational Expectation at age ten. Stage I data also did not support the hypothesis which must, therefore, be rejected.

Hypothesis 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Completion Total Coping dimension measures.

Of the thirty correlations examined, four were significant in the predicted direction, all at age fourteen. These were between Occupational Expectation and Stance, Engagement, Aid/Advice, and Total Coping Effectiveness.

The correlations ranged between -.15 and -.22. The highest (-.22) was between Occupational Expectation and Coping Effectiveness. In

Stage I, four out of eighteen correlations were significant, two at age ten and two at age fourteen.

Based upon the findings of both studies, this hypothesis must be rejected.

Hypothesis 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI "Good Coping" measures.

Of the thirty-six correlations examined, eleven were significant, all in the predicted direction. Of these, two were in the ten-year-old sample and nine in the fourteen-year-old sample. There were two correlations (one pair) which were significant at both age levels. These were between the SAI Total Score and Educational Aspiration. Significant at age ten only was the relationship between Interpersonal Relations and Educational Aspiration. Significant at age fourteen only were the following relationships: (a) Task Achievement with all Occupational and Educational measures; (b) Anxiety with all Occupational and Educational measures; and (c) Total SAI score with all Occupational measures. The correlations ranged between -.14 and -.33. The highest (-.33) was between SAI Anxiety and Occupational Aspiration at age fourteen.

In summary, there was virtually no support for this hypothesis at age ten but minimal support at age fourteen with the most consistent relationships being those between Task Achievement, Anxiety, and the Total Score with the Occupational and Educational measures.

Hypothesis 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the "Active" response measures of the Views of Life.

Of the sixty correlations examined, only four were significant in the predicted direction. These were: (a) Occupational Aspiration with Confrontation/Avoidance and Self/Joint Implementation; and (b) Educational Aspiration with Competition/Cooperation and Positive/Negative Self-Concept. The correlations ranged between .14 and .16.

There was insufficient evidence for the support of this hypothesis. It must, therefore, be rejected.

Hypothesis 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measures and the Sentence Completion Total Positive Affect measure.

Of the twelve correlations examined, none were significant in either age group. Thus the hypothesis must be totally rejected at both age levels. In Stage I five of the eighteen correlations were significant, all in the fourteen-year-old age group, thus lending some slight support to the hypothesis at age fourteen, but none whatever at age ten.

Hypothesis 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

None of the eighteen correlations examined were significant in the predicted direction. Stage I data did not confirm the hypothesis either; thus it must be rejected at both age levels.

Hypothesis 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion instrument.

Of the four legitimate correlations examined, only two were significant. These were between Mother Interaction and Father Interaction (.32, .46) at both age levels. The other legitimate correlation (between Self-Concept and Parent/Child Interaction) was not significant at either age level. All other correlations (which were not legitimate due to overlapping items) were significant at both age levels. In Stage I, only at age ten was the correlation between Mother Interaction and Father Interaction significant. At neither age level was the relationship between Self-Concept and Parent/Child Interaction significant.

Considering both studies at the same time, there was good support for the relationship between Mother Interaction and Father Interaction, but no support for the relationship between Self-Concept and Parent/Child Interaction, thus overall there was partial support for the hypothesis.

Hypothesis 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, only two were significant, both at age ten. These were: (a) Self-Concept with Attitude Toward Authority; and (b) Interaction with Father with Attitude Toward Authority. These correlations were .19 and .18. In Stage I also, only two correlations were significant, both at age fourteen. Thus, the hypothesis must be rejected at both age levels.

Hypothesis 94: There will be negative relationships between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

None of the sixteen correlations were significant at either age level. In Stage I also, none of the correlations were significant. Thus, the hypothesis must be rejected at both age levels.

Hypothesis 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

Of the forty-eight correlations examined, nine were significant, all in the predicted direction. All of these were in the ten-year-old sample. They were: (a) Self-Concept with Total Attitude, Stance, Engagement, Aid/Advice, and Coping Effectiveness; (b) Parent/Child Interaction with Total Attitude; (c) Interaction with Mother with Attitude; and (d) Father Interaction with Attitude and Total Engagement.

The correlations ranged between .15 and .20. The highest (.20) was between Self-Concept and Coping Effectiveness.

In Stage I, out of forty correlations, six were significant, five involving Interaction with Mother.

Looking at Stages I and III results together, there was virtually no support whatsoever for the hypothesis at age fourteen and very minimal support at age ten.

Hypothesis 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and the Total Depressive Affect measures of the Sentence Completion.

Of the sixteen correlations examined, none were significant in either age group. In Stage I also, there were no significant differences involving Negative Affect. Therefore the hypothesis must be completely rejected at both age levels.

Hypothesis 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Five concerning Authority relations.

Of the ninety-six correlations examined, none were significant in the predicted direction. There was no similar hypothesis in Stage I. Thus the hypothesis was completely rejected.

Hypothesis 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measure from Story Five concerning Authority relations.

None of the eight correlations examined were significant and, thus, the hypothesis must be rejected.

Hypothesis 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as an Anxiety story) it concerns parental relations.

Of the ninety-six correlations examined, only two were significant in the predicted direction. (There were five correlations significant in the direction opposite from that predicted). One correlation (.13) was at age ten and the other (.15) at age fourteen.

There was no similar hypothesis in Stage I. Based on Stage III findings, this hypothesis must be rejected at both age levels.

Hypothesis 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and the Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six, since (though classified as an Anxiety story), it concerns parental relations.

Of the ninety-six correlations examined, only three were significant in the predicted direction, all in the fourteen-year-old sample. These were between Parent/Child Interaction and Solver (.16), Implementation (.16), and Outcome (.15). There was no similar hypothesis in Stage I. Based upon these findings, the hypothesis must be rejected at both age levels.

Hypothesis 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

Of the sixteen correlations examined, only one was significant and this was in the ten-year-old sample (-.15). It was between Self-Concept and Story Six Negative Affect. On the basis of these findings the hypothesis must be rejected.

Hypothesis 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

Of the ninety-six correlations examined, nine were significant in the predicted direction. Of these, all nine were in the fourteen-year-old sample. These were: (a) Self-Concept with Stance; (b) Parent/Child Interaction with Solver, Implementation, and Outcome; and (c) Mother Interaction with Stance, Engagement, Coping Effectiveness, Positive Affect Hero, and Instrumentality.

The correlations ranged between .14 and .21. The highest (.21) was between Mother Interaction and Stance.

In Stage I, only six out of sixty-four correlations were significant in the predicted direction, four at age fourteen and two at age ten.

In conclusion, this hypothesis must be totally rejected in the ten-year-old sample, but there is some very tenuous support at age fourteen though the support is insufficient for verification of the hypothesis for this age group.

Hypothesis 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total score for Negative Affect from the Story Completion.

Of the eight correlations examined, none were significant, thus the hypothesis must be rejected.

Hypothesis 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area of the SAI as well as the Total "Good Coping" score.

Of the sixteen correlations examined, none were significant, thus the hypothesis was rejected for both age groups.

Hypothesis 104: There will be a positive relationship between the Father/Child Interaction item from the Sentence Completion and the Occupational value "Follow Father."

The correlation was significant at age ten (.26), but not at age fourteen. In Stage I, the correlation was not significant at either age level.

Thus there was no support whatsoever for the hypothesis at age fourteen, but contradictory evidence between the two studies for the ten-year-old sample.

Hypothesis 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

Out of seventy-two correlations there were no correlations significant in the predicted direction though there were eight significant in the direction opposite from that predicted. In Stage I there were only two correlations significant in the predicted direction, with five significant in the direction opposite from that predicted.

Thus the hypothesis must be rejected for both age groups.

Hypothesis 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

Of the sixty-four correlations examined, none were significant in the predicted direction, though there were nine significant in the direction opposite from that predicted. (All nine of these correlations involved Security, Follow Father, or the Total Extrinsic score.)

In Stage I there were only two correlations significant in the predicted direction with five significant in the direction opposite from that predicted.

Based upon the results of both studies, this hypothesis must be rejected.

Hypothesis 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupation and the child's Aspiration.

Neither correlation was significant in the predicted direction. Also, in Stage I there were no significant correlations in the predicted direction, though there was one correlation in Stage I (age ten) and one in Stage III (age fourteen) which was significant in the direction opposite from that predicted. Thus the hypothesis must be rejected.

Hypothesis 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total scores.

There were no correlations significant in the predicted direction; thus the hypothesis must be rejected.

PREDICTOR-CRITERION CORRELATIONS

Hypothesis 66: There will be positive relationships between the Intrinsic Occupational Values and the Criterion measures.

Achievement Measures

Of the fifty-four correlations examined, eighteen were significant, all in the predicted direction. Of these, seven were in the ten-year-old sample and eleven in the fourteen-year-old sample.

There were twelve correlations (six pairs) which were significant in both age groups. These were: (a) Independence with Reading Achievement; (b) Self-Satisfaction with both Reading Achievement and GPA; and (c) the Total Intrinsic score with all Achievement measures. Significant at age ten only was the relationship between Self-Satisfaction and Mathematics Achievement. Significant at age fourteen only were the following relationships: (a) Altruism with GPA; (b) Independence with GPA; and (c) Variety with all Achievement measures.

The correlations ranged between .14 and .36. The highest (.36) was between Self-Satisfaction and Reading Achievement at age ten. All Achievement measures were significantly correlated in both age groups with the Intrinsic Total score.

The total hypothesis could not be supported. However, there was good support for Self-Satisfaction and the Intrinsic Total score, and fair support for Variety and Independence. The remainder of the Intrinsic Values did not support the hypothesis.

Behavior Rating Scale

Of the one hundred and sixty-two correlations, twenty-four were significant all in the predicted direction. Of these, eleven were in the ten-year-old sample and thirteen in the fourteen-year-old sample. There were eighteen correlations (or nine pairs) which were significant in both age samples. These were: (a) Self-Satisfaction with Task Achievement, Implementation, Self-Assertion, and Solver; and (b) Total Intrinsic score with Task Achievement, Implementation, Self-Assertion, Initiation, and Solver. Significant at age ten only were the following relationships: (a) Altruism with BRS Anxiety; and (b) Self-Satisfaction with BRS Initiation. Significant at age fourteen only were

the following relationships: (a) Independence with BRS Task Achievement and Authority; (b) Intellectual Stimulation and BRS Initiation; and (c) Total Intrinsic score with BRS Anxiety.

The correlations ranged between .14 and .28. The highest (.28) was between Self-Satisfaction and Solver at age ten.

All but four of the significant correlations involved either the Self-Satisfaction or the Total Intrinsic score. This was similar to the findings with the Achievement criterion.

In summary, the hypothesis as a whole was not verified for the BRS, but there was fairly good evidence of some relationship between the BRS criteria and Self-Satisfaction as well as the Intrinsic Total score at both age levels. In Stage I, where only the BRS Summary score was used, again the hypothesis was verified for Self-Satisfaction and the Total Intrinsic score, but, in addition, was verified for Altruism also.

Hypothesis 67: There will be negative relationships between the Extrinsic Occupational Values and the Criterion measures.

Achievement Measures

Of the forty-eight correlations examined, nineteen were significant, all in the predicted direction. Of these, nine were in the ten-year-old sample and ten were in the fourteen-year-old sample. There were twelve correlations (or six pairs) which were significant in both age samples. These were: (a) Success with Reading Achievement and GPA; (b) Economic Returns with GPA; and (c) Total Extrinsic with all Achievement measures. Significant at age ten only were the following relationships: (a) Success with Mathematics Achievement; (b) Prestige with GPA; and (c) Economic Returns with Reading Achievement. Significant at age fourteen only were the following relationships: (a) Security with all Achievement criteria; and (b) Surroundings with Mathematics Achievement.

The correlations ranged between -.14 and -.29. The highest (-.28, -.29) were between the Total Extrinsic score and Reading Achievement.

The Total Extrinsic score appeared to be a good predictor of all Achievement criterion measures at both age levels. Success was also an excellent predictor (five out of six), while Security predicted well at age fourteen only. GPA was the most frequently predicted by the Extrinsic values, while Mathematics Achievement was least frequently predicted. Thus the hypothesis was partially confirmed for certain values only.

Behavior Rating Scale

Of the one hundred and forty-four correlations examined, forty-two were significant in the predicted direction. Of these, twenty-four were at age ten and eighteen at age fourteen. There were twenty correlations (or ten pairs) which were significant in both age samples. These were: (a) Success with BRS Implementation; (b) Economic Returns with BRS Task Achievement, Implementation, Self-Assertion, and Initiation; and (c) Total Extrinsic score with BRS Task Achievement, Implementation, Self-Assertion, Initiation, and Solver. Significant at age ten only were the following relationships: (a) Success with all BRS items except Aggression; (b) Prestige with BRS Task Achievement, Implementation, Self-Assertion, Initiation, Solver, and Anxiety; and (c) Economic Returns with BRS Solver. Significant at age fourteen only were the following relationships: (a) Security with BRS Authority; (b) Economic Returns with BRS Interpersonal Relations; (c) Surroundings with BRS Authority, Self-Assertion, and Solver; (d) Associates with BRS Self-Assertion and Anxiety; and (e) Total Extrinsic score with BRS Anxiety.

The correlations ranged between -.14 and -.33. The highest (-.33) was between Success and BRS Self-Assertion at age ten.

The two BRS items most frequently predicted by the Extrinsic values were Self-Assertion and Implementation. Those Extrinsic Occupational Values which best predicted the BRS items were: (a) Success, which was completely verified at age ten only; (b) Prestige at age ten only; (c) Economic Returns; and (d) the Total Extrinsic score. For the other Extrinsic values, the hypothesis was not verified. In Stage I there was only partial verification of the hypothesis, using the BRS Summary score only. Thus, the hypothesis was completely verified only for Economic Returns and for the Total Extrinsic score.

Hypothesis 68: There will be negative relationships between the status level of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the Criterion measures.

Achievement Measures

Of the eighteen correlations examined, fourteen were significant, all in the predicted direction. Of these, five were at age ten and nine at age fourteen. There were ten correlations (or five pairs) which were significant in both age groups. These were: (a) Occupational Expectation with Mathematics and Reading Achievement; and (b) Educational Aspiration with all Achievement measures. Significant at age fourteen only were the following relationships: (a) Occupational Aspiration with all Achievement measures; and (b) Occupational Expectation with GPA.

The correlations ranged between -.20 and -.47. The highest (-.47, -.45, -.43) were between Educational Aspiration and all Achievement measures at age fourteen.

The hypothesis was completely verified at the fourteen-year-old level, but only partially verified at age ten. At age ten there was no relationship between Occupational Aspiration and the Achievement measures. However, two of three ten-year-old correlations were significant for Occupational Expectation; and all were significant for Educational Aspiration. GPA was less frequently predicted than were the other two Achievement measures.

Behavior Rating Scale

Of the fifty-four correlations examined, thirty-nine were significant all in the predicted direction. Of these, fourteen were at age ten and twenty-five at age fourteen. Thus, there were only two correlations which were not significant at age fourteen, and these were between BRS Initiation and both Occupational Aspiration and Expectation. At age ten the following correlations were significant: (a) Occupational Aspiration, with BRS Task Achievement, Interpersonal Relations, Self-Assertion, Solver, and Anxiety; (b) Occupational Expectation with BRS Solver; and all BRS items except BRS Aggression with Educational Aspiration.

The correlations ranged between -.14 and -.32. The highest (-.32) was between Educational Aspiration and BRS Anxiety at age fourteen. Most all of the correlations were higher at age fourteen than at age ten.

In summary, the hypothesis was completely verified for the fourteen-year-olds and for Educational Aspiration in both age groups. There was partial verification in the ten-year-old sample of a relationship between Occupational Aspiration and the BRS items, but no support for the relationship between Occupational Expectation and the BRS at age ten.

In Stage I, all correlations with the BRS summary score were significant at both age levels for all Occupational and Educational measures. This lends a small amount of additional support to the hypothesis at age ten, but one should consider the difference in BRS items and scoring system in Stage I as well as the fact that only the summary score was used.

Hypothesis 69: There will be negative relationships between the Occupational Interest discrepancy scores and the Criterion measures.

Achievement Measures

Of the twelve correlations examined, seven were significant, all in the predicted direction. Of these, four were at age ten and three at age fourteen. There were six correlations (or three pairs) significant at both age levels. These were between the Father's Occupation/Child's Aspiration Discrepancy score and all Achievement criteria. Significant at age ten only was the relationship between Child's Expectation/Child's Aspiration and Reading Achievement.

The correlations ranged between -.14 and -.30. The highest (-.30) were between the Father's Occupation/Child's Aspiration Discrepancy score and both Mathematics and Reading Achievement at age fourteen.

In summary, the hypothesis was completely verified for the Father's Occupation/Child's Aspiration Discrepancy score, but was not supported for the Child's Expectation/Child's Aspiration Discrepancy score. Essentially the same results were found in Stage I, except there was less support for the Father's Occupation/Child's Aspiration Discrepancy score than in Stage III.

Behavior Rating Scale

None of the thirty-six correlations examined were significant. In Stage I, only one correlation was significant and it just barely reached significance. Thus the hypothesis was rejected for both age groups.

Hypothesis 70: There will be a positive relationship between the SAI "Good Coping" measures and the Criterion measures.

Achievement Measures

Of the thirty-six correlations examined, seventeen were significant, all in the predicted direction. Of these, eleven were at age ten and six at age fourteen. There were ten correlations (or five pairs)which were significant at both age levels. These were: (a) SAI Task Achievement with all Achievement criterion measures; and (b) SAI Anxiety with Mathematics Achievement and GPA. Significant at age ten only were the following relationships: (a) SAI Aggression with Mathematics Achievement and GPA; (b) SAI Interpersonal Relations with GPA; and (c) SAI Total score with all Achievement measures Significant at age fourteen only was the relationship between SAI Anxiety and Reading Achievement.

The correlations ranged between .14 and .24. The highest (.24) were between SAI Task Achievement and both Mathematics Achievement and GPA at age fourteen.

In conclusion, there was fairly good general support for the hypothesis at age ten, but the support was rather poor at age fourteen. The hypothesis was completely confirmed at both age levels for SAI Task Achievement, with SAI Anxiety being the next best predictor of the Achievement criterion. Authority and Interpersonal Relations were the poorest predictors at either age level.

Behavior Rating Scale

Of the one hundred and eight correlations examined, thirty-eight were significant in the predicted direction. Of these, thirty-one were in the ten-year-old sample, and seven in the fourteen-year-old sample.

There were twelve correlations (or six pairs) which were significant at both age levels. These were: (a) SAI Task Achievement with BRS Task Achievement and Implementation; and (b) SAI Anxiety with BRS Authority, Self-Assertion, Solver, and Anxiety. Significant at age ten only were the following relationships: (a) SAI Task Achievement with BRS Initiation; (b) SAI Aggression with BRS Task Achievement, Implementation, Self-Assertion, Initiation, and Aggression; (c) SAI Interpersonal Relations with all BRS items except Authority and Aggression; (d) SAI Anxiety with BRS Task Achievement, Interpersonal Relations, Implementation, and Initiation; and (e) SAI Total score with all BRS items except Interpersonal Relations. Significant at age fourteen only was the relationship between SAI Task Achievement and BRS Aggression.

The correlations ranged between .14 and .25. The highest (.25) was between SAI Anxiety and BRS Self-Assertion at age ten.

The BRS items which were most frequently correlated with SAI scores were Task Achievement and Implementation. The SAI area most highly related to the BRS was Anxiety, followed by the Total Score and Interpersonal Relations at age ten.

In summary, the hypothesis received rather good support and was confirmed in the ten-year-old sample, but must be rejected for the fourteen-year-old sample. No direct comparisons with Stage I data could be made.

Hypothesis 71: There will be a positive relationship between the Views of Life Active response measures and the Criterion measures.

Achievement Measures

Of the sixty correlations examined, eleven were significant, all in the predicted direction. These were: (a) Competition/Cooperation with all Achievement measures; (b) Independence/Interdependence with all Achievement measures; (c) Earned versus Bestowed Status with GPA;

(d) Activity/Passivity under Stress with Mathematics Achievement; and (e) the Total Active Choices with all Achievement measures.

The correlations ranged between .16 and .27. The highest (.27) were between GPA and both Competition/Cooperation and Independence/Interdependence.

In conclusion, the overall hypothesis was not verified. However, there was good support for the relationship of the Achievement measures with the Total Score as well as with two individual scores: Competition/Cooperation and Independence/Interdependence.

Behavior Rating Scale

Of the one hundred and eighty correlations examined, twenty-one were significant in the predicted direction. These were: (a) Intrinsic/Extrinsic with BRS Task Achievement, Implementation, Self-Assertion, Initiation, Solver, and Aggression; (b) Task Achievement versus Interpersonal Relations with BRS Authority, Self-Assertion, and Solver; (c) Competition/Cooperation with BRS Authority, Self-Assertion, Initiation, Solver, and Anxiety; (d) Self/Joint Implementation with BRS Implementation, Aggression, and Anxiety; and (e) Total Active Choices with Interpersonal Relations, Self-Assertion, Initiation, and Solver.

The correlations ranged between .14 and .25. The highest (.25) was between Competition/Cooperation and BRS Anxiety.

As with the Achievement criterion measures, the overall hypothesis of a relationship between the Views of Life and the BRS Criterion measures cannot be supported. However, there are certain individual subsyndromes of the Views of Life that appear to be somewhat consistently related to the BRS Criterion measures. These are: Intrinsic versus Extrinsic, Task Achievement versus Interpersonal Relations, Competition versus Cooperation, Self versus Joint Implementation, and the Total Active Choices. For the remainder of the subsyndromes, the hypothesis must be rejected.

Hypotheses 72-75: There will be a positive relationship between the Criterion measures and the Sentence Completion Coping Style variables in the different areas of behavior.

Stance

The results for the Achievement measures will be discussed first. Of the thirty-six correlations examined, eight were significant, all in the predicted direction. Of these, three were in the ten-year-old sample and five in the fourteen-year-old sample. There were two correlations (one pair) which were significant at both age levels.

This was between Authority Stance and GPA. Significant at age ten only was the relationship between Authority Stance and with both Mathematics and Reading Achievement. Significant at age fourteen only were the following relationships: (a) Task Achievement Stance with all Achievement measures; and (b) Total Stance with GPA. The correlations ranged between .14 and .25. The highest (.23) was between .14 and .25. The highest (.25) was between Task Achievement Stance and GPA at age fourteen.

In summary, there was virtually no support for the hypothesis at age ten and very poor support at age fourteen. The best predictor of the Achievement measures was Authority Stance.

Turning next to the BRS, out of the ten pertinent correlations, only one was significant and that was between Interpersonal Relations Stance and BRS Interpersonal Relations (.17) at age ten. At age fourteen, there were three significant correlations with the Total Stance score and these were for BRS Interpersonal Relations, Implementation, and Self-Assertion.

In conclusion, the hypothesis must be rejected concerning a relationship between the Sentence Completion Stance scores and the BRS scores with the same areas.

Engagement

Relationships with the Achievement scores will be discussed first. Of the thirty-six correlations examined, six were significant, all at age fourteen. These were: (a) Authority Engagement with Reading Achievement and GPA; (b) Task Achievement Engagement with Mathematics Achievement and GPA; and (c) Total Engagement with Reading Achievement and GPA. The correlations ranged between .14 and .22. The highest (.22) was between Task Achievement Engagement and GPA. In summary, there was no support for this part of the hypothesis at age ten and only very marginal support at age fourteen. Overall, the hypothesis was not verified.

Turning next to the BRS, out of ten correlations, two were significant, both at age ten. These were between (a) Aggression Engagement with BRS Aggression (.16); and (b) Interpersonal Relations Engagement and BRS Interpersonal Relations (.16). Four of the BRS items were significantly correlated with the Total Engagement score at age fourteen only. These were BRS Task Achievement, Interpersonal Relations, Implementation, and Self-Assertion. Overall, there was no support for this section of the hypothesis at age fourteen and poor support at age ten.

Aid/Advice

Looking first at the relationship with the Achievement measures, out of thirty-six correlations, eight were significant. Out of these, one was at age ten and seven at age fourteen. There were two correlations (or one pair) significant in both age groups. These were between Task Achievement Aid/Advice and Reading Achievement. Significant at age fourteen only were the following relationships: (a) Authority Aid/Advice with Reading Achievement and GPA; (b) Task Achievement Aid/Advice with Mathematics and Reading Achievements and GPA; and (c) Total Aid/Advice with Reading Achievement and GPA. The correlations ranged between .14 and .26. The highest (.26) was between Task Achievement Aid/Advice and CPA at age fourteen. In summary, there was virtually no support for the hypothesis at age ten and rather poor support at age fourteen.

Turning next to the relationship with the BRS, out of ten correlations, three were significant, two at age ten and one at age fourteen. Significant at age ten were the following relationships: (a) Aggression Aid/Advice with Aggression (.21); and (b) Interpersonal Relations Aid/Advice with BRS Interpersonal Relations (.16). Significant at age fourteen was the relationship between Task Achievement Aid/Advice and BRS Task Achievement (.14). Nine of the eighteen correlations with the Total score were significant, five at age ten and four at age fourteen. Overall, there was rather poor support for the hypothesis when comparing areas. However, the Aid/Advice Total Score correlated fairly well with the various BRS Criterion measures.

Coping Effectiveness

Looking first at the Achievement Criterion measures, out of thirty-six correlations, twelve were significant, all in the predicted direction. Of these, two were at age ten and ten were at age fourteen. There were two correlations (one pair) significant in both age groups. These were between Authority Coping Effectiveness and GPA. Significant at age ten only was the relationship between Mathematics Achievement and Authority Coping Effectiveness. Significant at age fourteen were the following relationships: (a) Authority Coping with Reading Achievement; (b) Interpersonal Relations Coping with Reading Achievement and GPA; (c) Task Achievement Coping Effectiveness with all Achievement measures; and (d) Total Coping Effectiveness with all Achievement measures. The correlations ranged between .14 and .31. The highest (.31) was between Task Achievement Coping and GPA at age fourteen. In Stage I, twenty-three out of thirty-six correlations were significant, twelve at age ten and eleven at age fourteen. Only Stage I data gave moderate support to the hypothesis at age ten; while the support was virtually non-existent in Stage III. Both Stages I and III data supported the hypothesis to a moderate degree at age fourteen.

Looking next at the BRS Criterion, out of ten correlations, four were significant, two at age ten and two at age fourteen. There was one pair significant at both age levels. These were between Interpersonal Relations Coping Effectiveness and BRS Interpersonal Relations. Significant at age ten only was the relationship between Aggression Coping Effectiveness and BRS Aggression. Significant at age fourteen only was the relationship between Task Achievement Coping Effectiveness and BRS Task Achievement. The correlations ranged between .17 and .24. The highest (.24) was between Task Achievement Coping and BRS Task Achievement. Nine of the eighteen correlations with the BRS Total score were significant. In spite of this fairly good relationship with the Total Coping Effectiveness score, the area by area comparisons gave rather poor support to the hypothesis at both age levels with the best support being for Interpersonal Relations.

Hypothesis 76: There will be a positive relationship between the Sentence Completion Attitude measures and the Criterion measures.

Achievement Measures

Of the thirty correlations examined, only three were significant in the predicted direction, all at age fourteen. These were: (a) Authority Attitude with GPA; and (b) Task Achievement Attitude Reading Achievement and GPA. The correlations ranged between .14 and .20 with the highest (.20) between Task Achievement Attitude and Reading Achievement. This part of the hypothesis must be rejected at both age levels.

Behavior Rating Scale

Of the eight correlations examined, only one was significant, at age fourteen, between Task Achievement Attitude and BRS Task Achievement. There was only one significant correlation between the Total Attitude score and the BRS Criterion measures. On the basis of this evidence this part of the hypothesis must be rejected at both age levels. Comparisons with Stage I could not be made due to the fact that only the Summary score was used in Stage I.

Hypothesis 77: There will be a positive relationship between the Sentence Completion Positive Affect variables and the Criterion measures.

Achievement Measures

Of the thirty-six correlations examined, none were significant in the predicted direction; thus this part of the hypothesis must be rejected.

Behavior Rating Scale

Of the ten correlations examined, none were significant. Only two of the eighteen correlations with the Positive Affect Total score were significant, both with BRS Interpersonal Relations. Thus, the hypothesis must be rejected at both age levels. (In Stage I, there were only two significant correlations, both at age ten.)

Hypothesis 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures of Achievement.

Of the seventy-two correlations examined, six were significant in the predicted direction. Of these, all six were in the fourteen-year-old group. They were: (a) Mathematics Achievement with Task Achievement Hostile Affect; (b) Reading Achievement with Anxiety Hostile Affect, Interpersonal Relations Hostile Affect, and Total Hostile Affect; and (c) GPA with Interpersonal Relations Hostile Affect, and Total Hostile Affect. The correlations ranged between -.14 and -.19. The highest (-.19) was between Reading Achievement and Interpersonal Relations Hostile Affect. In Stage I, there was only one significant correlation involving Negative Affect and the Achievement Criterion measures. Thus the hypothesis must be rejected at both age levels. Note that in Stage III, all significant correlations were with Hostile Affect, and none with Depressive Affect.

Hypothesis 78b: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the Criterion measures of the BRS.

Of the twenty correlations examined, only one was significnat, at age ten. This was between BRS Aggression and Hostile Affect in the Aggression area (-.14).

There were four significant negative correlations between Total Hostile Affect and the BRS Criterion measures. There were five significant negative correlations between Total Depressive Affect and the BRS Criterion measures. The hypothesis must be rejected at both age levels. In Stage I there was only one correlation significant in the predicted direction between the BRS Summary score and Sentence Completion Negative Affect. Thus data from both studies lead to the rejection of the hypothesis.

Hypothesis 79: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimensions Stance.

The relationship between Stance and the Achievement criterion will be discussed first. Of the forty-eight correlations examined, eight

were significant in the predicted direction. Of these, seven were in the ten-year-old sample and one in the fourteen-year-old sample. Significant at age ten were the following relationships: (a) Mathematics Achievement with Aggression; (b) Interpersonal Relations with Mathematics Achievement and GPA; (c) Academic Task Achievement with Mathematics and Reading Achievement; and (d) Total Stance with Mathematics and Reading Achievement. Significant at age fourteen only was the relationship between Academic Task Achievement and GPA. The correlations ranged between .14 and .20. The highest (.20) was between Academic Task Achievement and GPA at age fourteen. In conclusion, there was no support for this hypothesis at age fourteen, and very meager support at age ten. Overall, the hypothesized relationship between Story Completion Stance and the Achievement Criterion measures should be rejected.

Next the relationship of Story Completion Stance to the BRS Criterion meausres will be discussed. Of the fourteen correlations examined, there was only one significant relationship and that was at age ten between Story Interpersonal Relations and BRS Interpersonal Relations (.15). There were no significant correlations with the Total Stance score. Story Completion Stance was not measured in Stage I. Based on Stage III findings, the hypothesis of a relationship between Story Completion Stance and the BRS Criterion measures should be rejected.

Hypothesis 80: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension Engagement.

Achievement Measures

Of the forty-eight correlations examined, only six were significant in the predicted direction. (There were nine significant in the direction opposite from that predicted.) Of these six, all were in the ten-year-old sample. The following were significant at age ten only: (a) Aggression Engagement with Mathematics and Reading Achievement; (b) Nonacademic Task Achievement Engagement with Reading Achievement; and (c) Total Engagement with all three Achievement measures. The correlations ranged between .16 and .29. The highest (.29) was between Total Engagement and GPA at age ten. This hypothesis must be totally rejected at age fourteen and very poor support at age ten except for the Interpersonal Relations area and the Engagement Total score, and, to a lesser extent, in the Aggression area. In Stage I, seven of the fifty-four correlations were significant (five at age ten and two at age fourteen). Thus, there was no Stage I evidence which countered the Stage III findings.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction, though there were three significant in the

direction opposite from that predicted. At age ten, the Total Engagement score was significant correlated with all BRS Criterion measures except BRS Aggression; however there were no significant correlations at age fourteen. In Stage I, only two out of eighteen correlations of the BRS Summary score with Story Completion Engagement were significant. Based upon Stages I and III findings, this hypothesis must be rejected for Engagement.

Hypothesis 81: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension Initiation.

Achievement Measures

Of the forty-eight correlations examined, only two were significant, both at age ten. These were between Aggression Initiation and Mathematics Achievement (.21) and Reading Achievement (.23). In Stage I, out of fifty-four correlations, thirteen were significant, seven at age ten and six at age fourteen. Thus, though Stage I results supported the hypothesis to a greater extent than did Stage III results, the overall results were not sufficient for verification of the hypothesis at either age level.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction. Also, none of the BRS Criterion measures were correlated with the Total Initiation score at either age level. In Stage I, only two of the Initiation correlations with the BRS Summary score were significant. Based on the results of both studies, this hypothesis must be rejected for Initiation.

Hypothesis 82: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension Aid/Advice.

Achievement Measures

Of the forty-eight correlations examined, five were significant, all at age ten. These were: (a) Aggression Aid/Advice, with Mathematics and Reading Achievement; and (b) Story Six Anxiety Aid/Advice with all three Achievement measures. The correlations ranged between .15 and .22. The highest (.22) was between Story Six Anxiety and Mathematics Achievement. Aid/Advice was not measured in Stage I Story Completion. Based on these findings, the hypothesis must be completely rejected at age fourteen, and also rejected at age ten except for Aggression and Story Six Anxiety.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction and the Total Aid/Advice score was not significantly correlated with any of the BRS Criterion measures. Therefore the hypothesis must be completely rejected at both age levels.

Hypothesis 83: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension: Solver.

Achievement Measures

Of the forty-eight correlations examined, only three were significant in the predicted direction, all at age ten. These were between Aggression Solver and all three Achievement measures. They ranged between .14 and .20. The highest (.20) was between Aggression Solver and GPA. The dimension of Solver was not tested in Stage I. Based upon Stage III results, the hypothesis must be rejected for both age groups for the Achievement measures.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction. Also the Total Solver score was not significantly correlated (in the predicted direction) with any of the BRS Criterion measures. Thus, the hypothesis must be totally rejected for both age groups.

Hypothesis 84: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension: Implementation.

Achievement Measures

Of the forty-eight correlations examined, only four were significant in the predicted direction, all at age ten. These were: (a) Aggression Implementation with all three Achievement measures; and (b) Nonacademic Task Achievement with Reading Achievement. The correlations ranged between .14 and .17. In Stage I, out of forty-eight correlations, thirteen were significant in the predicted direction, seven at age ten and six at age fourteen. Thus, while the support for the hypothesis was better in Stage I, between the two studies, the hypothesis must be rejected except for the area of Aggression at age ten which was significant in both studies with all Achievement measures.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction. Also, the Implementation Total score was not significantly correlated (in the predicted direction) with any of the BRS Criterion measures. In Stage I, out of eighteen correlations with the BRS Summary score, only two were significant. Thus, considering the results of both Stages I and III, the hypothesis must be rejected at both age levels.

Hypothesis 85: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension: Outcome.

Achievement Criterion

Of the forty-eight correlations examined, four were significant, two at age ten and two at age fourteen. Significant at age ten were the relationships between Authority Outcome and both Mathematics and Reading Achievement (.16, .16). Significant at age fourteen only were the following relationships: (a) Aggression Outcome with Reading Achievement (.14); and (b) Academic Task Achievement Outcome with Reading Achievement (.14). On the basis of these results, the hypothesis must be rejected for the Achievement Criterion.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction. Also, the Total Outcome score was not correlated (in the predicted direction) with any of the BRS Criterion measures. Thus, the hypothesis must be rejected.

Hypothesis 86: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension: Evaluation of Outcome.

Achievement Criterion

Of the forty-eight correlations examined, only two were significant: one at age ten between Interpersonal Relations and Mathematics Achievement (.13), and the other at age fourteen between Aggression and Reading Achievement (.15). The hypothesis was rejected at both age levels.

Behavior Rating Scale

Of the fourteen correlations examined, only one was significant. This was at age ten between Interpersonal Relations Evaluation of Outcome and BRS Interpersonal Relations (.17). The Evaluation of

Outcome Total score was not significantly correlated with any of the BRS Criterion measures. The hypothesis was rejected for both age groups.

Hypothesis 87: There will be a positive relationship between the Criterion measures and Story Completion Coping Effectiveness.

Achievement Measures

Of the forty-eight correlations examined, four were significant in the predicted direction, three at age ten and one at age fourteen. Significant at age ten were the relationships between Aggression Coping and all Achievement measures. Significant at age fourteen was the relationship between Academic Task Achievement and GPA. The correlations ranged between .14 and .25. The highest were between Aggression Coping and both Mathematics and Reading Achievement.

In Stage I, out of forty-eight correlations, ten were significant, five at age ten and five at age fourteen. While Stage I results gave better support than Stage III, the results of the two studies combined must lead to the rejection of the hypothesis for Coping Effectiveness with the Achievement measures.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction. Also, the Coping Effectiveness Total score was not significantly correlated with any of the BRS Criterion measures. In Stage I, only one of the eighteen correlations of Coping Effectiveness with the BRS Summary score was significant. Based upon the two studies together, the hypothesis must be rejected.

Hypothesis 88: There will be a positive relationship between the Criterion measures and the Story Completion Coping Style dimension: Instrumentality.

Achievement Measures

Of the forty-eight correlations examined, only two were significant, both in the ten-year-old sample. These were between Aggression Instrumentality and both Mathematics (.20) and Reading (.17) Achievement. In Stage I, out of forty-eight Persistence correlations with the Achievement measures, eleven were significant, seven at age ten and four at age fourteen. This was a somewhat different finding than in Stage III. However, with the exception of Aggression at age ten, the hypothesis must be rejected, based on the findings of Stages I and III combined.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant in the predicted direction. Also, none of the correlations with the Instrumentality Total score were significant in the predicted direction. In Stage I, three out of eighteen correlations of Persistence with the BRS Summary score were significant. Based on the findings of these two studies combined, the hypothesis of a relationship between Instrumentality and the BRS must be rejected.

Hypothesis 89: There will be a positive relationship between the Criterion measures and the Story Completion Positive Affect dimension.

Achievement Measures

Of the forty-eight correlations examined, none were significant, all in the predicted direction. Of these, six were in the ten-year-old sample and three in the fourteen-year-old sample. The following relationships were significant at age ten: (a) Interpersonal Relations Positive Affect with all Achievement Criterion; (b) Academic Task Achievement Positive Affect with Reading Achievement; and (c) Total Positive Affect Hero with Mathematics Achievement and GPA. Significant at age fourteen only were the following relationships: (a) Aggression Positive Affect with Reading Achievement and GPA; and (b) Nonacademic Task Achievement Positive Affect with Mathematics Achievement.

The correlations ranged between .14 and .20. The highest (.20) was between Interpersonal Relations Positive Affect and GPA at age ten. In summary, there was very little support for the hypothesis with respect to the relationship between the Achievement measures and Positive Affect, though the support was a little better in the ten-year-old sample than in the fourteen-year-old sample.

Behavior Rating Scale

Of the fourteen correlations examined, only one was significant, and that was in the fourteen-year-old sample (.17). It was between Story Six Anxiety Positive Affect and BRS Anxiety. The hypothesis must be rejected on the basis of these findings.

Hypothesis 90: There will be a negative relationship between the Criterion measures and the Story Completion Negative Affect dimension.

Achievement Measures

Of the forty-eight correlations examined, only two were significant in the predicted negative direction, both at age fourteen. These

were between Nonacademic Task Achievement and both Reading Achievement (-.18) and GPA (-.15). Thus, the hypothesis for the Achievement measures must be rejected.

Behavior Rating Scale

Of the fourteen correlations examined, none were significant at either age level. Also, none of the Negative Affect Total score correlations with the BRS Criterion measures were significant. Thus, the hypothesis was rejected at both age levels.

Hypothesis 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Aptitude and Achievement measures.

Of the thirty-two correlations examined, only one was significant in the predicted direction, and that was at age fourteen between Parent/Child Interaction and Reading Achievement. (There were three correlations significant in the direction opposite from that predicted, all at age fourteen involving Interaction with Father. Thus, the hypothesis must be rejected for both age groups.

Hypothesis 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score or the BRS.

Two of the eight correlations were significant, both at age fourteen. These were between the Authority BRS item and both Parent/Child Interaction (.15) and Interaction with Mother (.16). Thus, there was no support for the hypothesis at age ten and only very tentative support at age fourteen.

Hypothesis 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style dimension scores from the Peer BRS.

None of the twenty-four correlations examined were significant. Thus, the hypothesis must be totally rejected at both age levels.

TABLE 1

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 1: There will be positive relationships among Aptitude and the Achievement Criterion measures.

INSTRUMENTS: Aptitude and Achievement
VARIABLES: Aptitude and Achievement

		1 APTITUDE		2 MATH		3 READING		4 G.P.A.	
		10	14	10	14	10	14	10	14
1	APTITUDE			.47	.54	.43	.46	.42	.45
2	MATH	.47	.54			.64	.73	.68	.81
3	READING GRADE	.43	.46	.64	.73			.62	.77
4	POINT AVERAGE	.42	.45	.68	.81	.62	.77		

HYPOTHESIS 2: There will be positive relationships among the achievement and the Peer BRS criterion measures.

INSTRUMENTS: Math-Reading-Grade Point Average Peer BRS
VARIABLES: Achievement, BRS

		5 BRS 2 / - TA		6 BRS 3 AUTHORITY		7 BRS 4 IPR		8 BRS 5 IMPLEMENT.		9 BRS 6 SELF-ASSER		10 BRS 7 INITIATION		11 BRS 8 SOLVER		12 BRS 9 AGGRESSION		13 BRS 10 ANXIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
2	MATH	.52	.51	.24	.31	.24	.17	.43	.43	.37	.40	.39	.34	.40	41	.23	.28	.25	.25
3	READING GRADE	.44	.46	.29	.33	.22	.22	.37	.44	.36	.47	.34	.35	.39	.38	.17	.27	.22	.31
4	POINT AVERAGE	.61	.57	.34	.37	.32	.28	.52	.53	.44	.45	.46	.41	.46	.45	.28	.35	.29	.30

HYPOTHESIS 3: There will be positive relationships among the Intrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Intrinsic Values

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
14	ALTRUISM																
15	ESTHETICS					-.14		-.28	-.27								
16	INDEPENDENCE							.17									
17	MANAGEMENT			-.28	-.27	.17				-.16	-.27	-.30	-.22	-.24		-.24	-.22
19	SELF-SATISFACTION							-.16	-.27				.27				.15
20	INTELLECTUAL STIMULATION							-.30	-.22		.27					.42	.36
21	CREATIVITY							-.24									
27	VARIETY							-.24	-.22		.15	.42	.36				
29	TOTAL INTRINSIC	.27	.33	.40	.38	.33	.24			.35	.48	.44	.33	.33	.45	.54	.48

HYPOTHESIS 4. There will be positive relationships among the Extrinsic Occupational Values.

INSTRUMENTS: Occupational Values
VARIABLES: Extrinsic Values

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. REL.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL.FATHER	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS					.43	.41	.31	.49	-.22		-.22	-.18		
22	SECURITY					-.28	-.24	-.17		.23	.23				
23	PRESTICE	.43	.41	-.28	-.24			.36	.20	-.30	-.27	-.18	-.26	-.16	-.28
24	ECONOMIC RETURNS	.31	.49	-.17		.36	.20			-.16	-.19				
25	SURROUNDINGS	-.22		.23	.23	-.30	-.27	-.16	-.1			.13	.21		
26	ASSOCIATES	-.22	-.18			-.18	-.26			.13	.21			-.19	-.18
28	FOLLOW FATHER					-.16	-.28					-.14	-.18		
30	TOTAL EXTRINSIC	.49	.38	.26	.38	.36	.20	.53	.52	.19	.35	.18	.28	.37	.19

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 5: There will be negative relationships among the Intrinsic and Extrinsic Occupational Values.

INSTRUMENTS: Rokeach Set of Values
VARIABLES: Intrinsic, Extrinsic Variables

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. PRESTIGE		16 OCC. VAL. INC. P.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTL. REL*		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 SUMAT INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
18	SUCCESS	-.16	-.28		-.16			.17	.26	-.35	-.32	-.32	-.36	-.18	-.20	-.37	-.43	-.48	-.58
22	SECURITY			-.25	-.20	-.26	-.18								-.20		-.20	-.26	-.18
23	PRESTIGE	-.21	-.17		.16					-.25	-.27	-.25	-.27			-.36	-.18	-.36	-.20
24	ECONOMIC RETURNS	-.28	-.31	-.27	-.18			.32	.29	-.33	-.37	-.27	-.22	-.21	-.25	-.33	-.27	-.51	-.52
25	SURROUNDINGS			-.14		-.22	-.30	-.16	-.18						-.32			-.19	-.38
26	ASSOCIATES				-.15	-.14		-.21							-.19		-.14	-.18	-.28
28	FOLLOW FATHER			-.31	-.30	-.19					-.16	-.14						-.37	-.19
30	TOTAL EXTRINSIC	-.27	-.34	-.40	-.38	-.33	-.23			-.35	-.48	-.44	-.33	-.33	-.44	-.56	-.48	-1.00	-1.00

HYPOTHESIS 6: There will be positive relationships among the status level measures of the Occupational Aspiration, Occupational Expectation, and Educational Aspiration measures.

INSTRUMENTS: Occupational Interests
VARIABLES: Occupational Aspiration
Occupational Expectation & Educational Aspiration

		31* OCC. INT. OCC. ASP.		32* OCC. INT. OCC. EXP.		36* OCC. INT. ED. ASP.	
		10	14	10	14	10	14
31	OCCUPATIONAL ASPIRATION			.57	.69	.19	.31
32	OCCUPATIONAL EXPECTATION	.57	.69			.32	.53
36	EDUCATIONAL ASPIRATION	.19	.31	.32	.53		

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 7: There will be a positive relationship between the two Occupational Interests discrepancy measures.

INSTRUMENTS: Occupational Interest
VARIABLES: Occupational Interest Discrepancy Measures

		34 OCC. INT. EXP./ASP.		35 OCC. INT. OCC./ASP.	
		10	14	10	
34	EXPECTATION - ASPIRATION			.53	.31
35	OCCUPATION - ASPIRATION	.53	.31		

HYPOTHESIS 8: There will be positive relationships among the SAI good coping measures across the five behavior areas

INSTRUMENTS: Social Attitudes Inventory
VARIABLES: SAI Good Coping Measures

		37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI ACCRESSION		40 SAI IPR		41 SAI ANXIETY	
	SAI	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT			.57	.25	.45	.22	.38	.19	.29	.32
38	AUTHORITY	.57	.25			.46	.39	.42	.32	.35	.16
39	ACCRESSION	.45	.22	.46	.39			.55	.41	.30	.23
40	INTERPERSONAL RELATIONS	.38	.19	.42	.32	.55	.41			.36	.26
41	ANXIETY	.29	.32	.35	.16	.30	.23	.36	.26		
42	TOTAL SCORE	.70	.56	.75	.65	.80	.74	.80	.71	.58	.54

FIGURE 7

JAPAN: TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 9: There will be positive relationships among the View of Life "Active" response scores across the twenty sub-syndromes plus the total score.

INSTRUMENTS: View of Life
VARIABLES: View of Life

		42 V61 14	43 V61 14	45 V61 14	46 V61 14	47 V61 14	48 V61 14	49 V61 14	50 V61 14	51 V61 14	52 V61 14	53 V61 14	54 V61 14	55 V61 14	56 V61 14	58 V61 14	59 V61 14	60 V61 14	61 V61 14	62 V61 14	63 V61 14
43	LOCUS OF CONTROL		.26		.15				-.19		.21								-.19		.31
44	ACADEMIC LOCUS OF CONT.	.26		.17															-.14	.20	.31
45	ACTION - INACTION		.17						-.19							.22		.18			.39
46	IMMEDIATE - DELAYED	.15																			.29
47	RATE OF ACTION			.13											-.16						.29
48	INTRINSIC - EXTRINSIC									.18	.21			-.19							.22
49	TASK ACH.- IPR																				.29
50	COMPETITION - CO-OPERATION	-.19		-.19						-.16	-.30				.16	-.16					
51	INDEPENDENT - DEPENDENT						.18		-.16		.16									.14	.28
52	IMPROVED STATUS - DESIRED STATUS	.21					.21		-.30	.16			.18							.18	.31
53	CONFRONT - AVOID																				.25
54	SELF-INITI. - OTHER INITI.										.18										.27
55	SELF SOLVER - OTHER SOLVER						-.19														.14
56	SELF-JOINT IMPLEMENTATION					-.16			.16												.21
58	INSTRUMENT - FANTASY			.22					-.16									.22	.20		.39
59	CONT./EXPRESS-IVITY & ACCEPT. ACT./PASS.															.22			-.14		.31
60	INNER STRESS POS./NEG.			.18													.20	-.14			.36
61	SELF-CONCEPT	-.18	-.14																	-.17	
62	VIEW OF LIFE		.20							.14	.18								-.17		.22
63	TOTAL SCORE	.31	.31	.39	.29	.29	.22	.29		.28	.31	.25	.27	.14	.21	.39	.31	.36		.22	

HYPOTHESIS 10: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Stance across different behavior areas

		100 STANCE AGGRESSION 10	100 STANCE AGGRESSION 14	83 STANCE AUTHORITY 10	83 STANCE AUTHORITY 14	92 STANCE ANXIETY 10	92 STANCE ANXIETY 14	74 STANCE IPR 10	74 STANCE IPR 14	65 STANCE TASK ACH. 10	65 STANCE TASK ACH. 14
100	STANCE AGGRESSION						.16	.18	.23		.22
83	AUTHORITY					.20	.22	.17	.24	.33	.23
92	ANXIETY		.16	.20	.22				.23	.24	.31
74	INTERPERSONAL RELATIONS	.18	.23	.17	.24		.23			.40	.20
65	TASK ACHIEVEMENT		.22	.65	.23	.24	.31	.40	.20		
109	TOTAL STANCE	.37	.50	.65	.63	.48	.60	.66	.65	.73	.64

HYPOTHESIS 11: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Engagement across different behavior areas

		101 ENGAGEMENT AGGRESSION 10	101 ENGAGEMENT AGGRESSION 14	84 ENGAGEMENT AUTHORITY 10	84 ENGAGEMENT AUTHORITY 14	93 ENGAGEMENT ANXIETY 10	93 ENGAGEMENT ANXIETY 14	75 ENGAGEMENT IPR 10	75 ENGAGEMENT IPR 14	66 ENGAGEMENT TASK ACH. 10	66 ENGAGEMENT TASK ACH. 14
101	ENGAGEMENT AGGRESSION							.22	.23		
84	AUTHORITY							.25		.19	
93	ANXIETY							.22	.22	.27	
75	INTERPERSONAL RELATIONS	.22	.23	.25		.22	.22			.35	.18
66	TASK ACHIEVEMENT			.19		.27		.18	.18		
126	TOTAL ENGAGEMENT	.36	.47	.50	.41	.37	.33	.75	.73	.69	.60

FIGURE 1

JAPAN SERIES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 12: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Aid/Advice across different behavior areas

		67 AID/ADVICE AGGRESSION		76 AID/ADVICE AUTHORITY		85 AID/ADVICE ANXIETY		94 AID/ADVICE IPR		102 AID/ADVICE TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	AID/ADVICE										
67	AGGRESSION			.29	.15	.25	.17	.24			
76	AUTHORITY	.29	.15			.26	.18		.22	.23	.25
85	ANXIETY	.25	.17	.26	.18			.15	.16		
	INTERPERSONAL										
94	RELATIONS	.24			.22	.15	.16				
	TASK										
102	ACHIEVEMENT			.23	.25						
	TOTAL										
111	AID/ADVICE	.67	.60	.73	.70	.66	.50	.50	.52	.36	.47

HYPOTHESIS 13: There will be positive relationships among the measures of the same Sentence Completion coping style variables across different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Effectiveness across different behavior areas

		103 COP. EFF. AGGRESSION		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	COPING EFF.										
103	AGGRESSION			.30	.18		.17	.31	.29	.24	.18
86	AUTHORITY	.30	.18			.21	.28	.32	.31	.47	.33
95	ANXIETY		.17	.21	.28				.35	.35	.26
	INTERPERSONAL										
77	RELATIONS	.31	.29	.32	.31		.35			.45	.28
	TASK										
68	ACHIEVEMENT	.24	.18	.47	.33	.35	.26	.45	.28		
	TOTAL										
112	COPING EFF.	.56	.54	.69	.66	.49	.60	.74	.73	.77	.67

HYPOTHESIS 14: There will be a positive relationship among the Coping Style Dimension Total Scores and Coping Effectiveness Total Score.

INSTRUMENTS: Sentence Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
		10	14	10	14	10	14	10	14
	TOTAL								
109	STANCE			.79	.77	.80	.76	.84	.85
	TOTAL								
110	ENGAGEMENT	.79	.77			.95	.95	.79	.81
	TOTAL								
111	AID/ADVICE	.80	.76	.95	.95			.83	.84
	TOTAL								
112	COPING EFF.	.84	.85	.79	.81	.83	.84		

HYPOTHESIS 15: There will be positive relationships among the Sentence Completion attitude measures and Attitude Total Score across behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Attitude measures across behavior areas

		82 ATTITUDE AUTHORITY		91 ATTITUDE ANXIETY		73 ATTITUDE IPR		64 ATTITUDE TASK ACH.	
		10	14	10	14	10	14	10	14
	ATTITUDE								
82	AUTHORITY					.20		.29	.24
91	ANXIETY								
	INTERPERSONAL								
73	RELATIONS	.20						.20	.14
	TASK								
64	ACHIEVEMENT	.29	.24			.20	.14		
	TOTAL								
108	ATTITUDE	.74	.73	.15	.24	.69	.65	.62	.57

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 16: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas and with the Total Affect scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Hostile Affect dimension across the different behavior areas

		104 HOST. AFF. AGGRESSION		87 HOST. AFF. AUTHORITY		96 HOST. AFF. ANXIETY		73 HOST. AFF. IPR		69 HOST. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	HOST. AFFECT										
104	AGGRESSION			.18				.32	.14	.21	
87	AUTHORITY	.18						.31	.14	.18	
96	ANXIETY								.27		
78	INTERPERSONAL RELATIONS	.32	.14	.31	.14		.27			.26	.14
69	TASK ACHIEVEMENT	.21		.18				.25	.14		
113	TOTAL HOSTILE AFFECT	.62	.55	.66	.62	.31	.47	.74	.62	.52	.37

HYPOTHESIS 17: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Depressive Affect

		105 DEPRE. AFF. AGGRESSION		88 DEPRE. AFF. AUTHORITY		97 DEPRE. AFF. ANXIETY		75 DEPRE. AFF. IPR		70 DEPRE. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	DEPRESS. AFF.										
105	AGGRESSION										
88	AUTHORITY					.23		.16	.15	.16	
97	ANXIETY			.23				.19	.22	.20	.28
79	INTERPERSONAL RELATIONS			.16	.15	.19	.22				.14
70	TASK ACHIEVEMENT			.16			.28		.14		
114	TOTAL DEPRESSIVE			.59	.43	.67	.66	.54	.69	.61	.60

HYPOTHESIS 18: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Neutral Affect

		106 NEUT. AFF. AGGRESSION		89 NEUT. AFF. AUTHORITY		98 NEUT. AFF. ANXIETY		80 NEUT. AFF. IPR		71 NEUT. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	NEUTRAL AFFECT										
106	AGGRESSION			.14		.20		.31	.19	.19	
89	AUTHORITY	.14				.16	.22	.26	.24	.32	.16
98	ANXIETY	.20		.16	.22			.15	.26	.27	.27
80	INTERPERSONAL RELATIONS	.31	.19	.26	.24	.15	.26			.41	.24
71	TASK ACHIEVEMENT	.19		.32	.16	.27	.27	.41	.24		
115	TOTAL NEUTRAL AFF.	.53	.45	.65	.64	.55	.62	.70	.67	.70	.56

HYPOTHESIS 19: There will be a positive relationship among the measures of the same Sentence Completion affect dimension across the different behavior areas.

INSTRUMENTS: Sentence Completion
VARIABLES: Positive Affect

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.	
		10	14	10	14	10	14	10	14	10	14
	POSITIVE AFF.										
107	AGGRESSION										
90	AUTHORITY										
99	ANXIETY										
81	INTERPERSONAL RELATIONS										
72	TASK ACHIEVEMENT										
116	TOTAL POS. AFFECT					.85	.59		.31	.61	.71

FIGURE 3

MAJOR PATTERNS OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 20: There will be a positive relationship between the Total Attitude measure and the Total Positive Affect measure. There will be negative relationships between the Total Attitude measure and the Total Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Attitude and Affect Measures

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		116 TOTAL POSITIVE	
		10	14	10	14	10	14
108	TOTAL ATTITUDE	-.37	-.22				

HYPOTHESIS 21: There will be positive relationships between the total Positive Affect Measure and the Total Attitude measure and the Coping Score Totals. There will be negative relationships between the total amount of Hostile and Depressive Affect expressed and the Coping Style and Effectiveness Total Scores.

INSTRUMENTS: Sentence Completion
VARIABLES: Total Scores

		116 TOTAL POSITIVE		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		108 TOTAL ATTITUDE	
		10	14	10	14	10	14	10	14
109	TOTAL STANCE			-.53	-.44	-.53	-.51	.28	.30
110	TOTAL ENGAGEMENT			-.57	-.51	-.44	-.41	.32	.31
111	TOTAL AID/ADVICE		-.14	-.53	-.56	-.43	-.37	.31	.31
112	TOTAL COPING EFF.			-.78	-.73	-.43	-.40	.41	.30

HYPOTHESIS 22: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Stance

		149 Story 3 AGGRESSION		177 Story 5 AUTHORITY		163 Story 4 ANXIETY		191 Story 6 ANXIETY		135 Story 2 IPR		121 Story 1 A - TA		205 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
149	STORY 3 AGGRESSION														
177	STORY 5 AUTHORITY					.25	.14								
163	STORY 4 ANXIETY			.25	.14					.25	.13	.17			
191	STORY 6 ANXIETY											.22	.15		
135	STORY 2 IPR					.25	.15					.16			
121	STORY 1 ACAD.TASK ACH.					.17		.22	.15	.16					
205	STORY 7 NA - TASK ACH.														
219	TOTAL STANCE	.34	.29	.44	.48	.54	.34	.56	.47	.42	.46	.56	.49	.36	.38

HYPOTHESIS 23: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Engagement

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - TA		206 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
150	STORY 3 AGGRESSION														
178	STORY 5 AUTHORITY					.23				.19					
164	STORY 4 ANXIETY			.23						.23		.26			
192	STORY 6 ANXIETY											.15			
136	STORY 2 IPR			.19		.23									
122	STORY 1 ACAD.TASK ACH.					.26	-.10	.15							
206	STORY 7 NA - TASK ACH.														
220	TOTAL ENGAGEMENT	.47	.51	.45	.29	.55	.21	.46	.34	.42	.48	.56	.51	.38	.36

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 24: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Initiation

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
151	AGGRESSION														
	STORY 5														
179	AUTHORITY														
	STORY 4											.22			
165	ANXIETY														
	STORY 6														
193	ANXIETY														
	STORY 2														
137	IPR														
	STORY 1					.22									
123	ACAD.TASK ACH.														
	STORY 7														
207	NA - TASK ACH.														
	TOTAL														
221	INITIATION	.53	.53	.42	.30	.46	.31	.35	.22	.34	.46	.55	.40	.34	.37

HYPOTHESIS 25: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness score across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Aid/Advice

		152 Story 3 AGGRESSION		180 Story 5 AUTHORITY		166 Story 4 ANXIETY		194 Story 6 ANXIETY		138 Story 2 IPR		124 Story 1 A - TA		208 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
152	AGGRESSION														
	STORY 5									.16					
180	AUTHORITY														
	STORY 4														
166	ANXIETY														
	STORY 6														
194	ANXIETY														
	STORY 2			.16											
138	IPR														-.28
	STORY 1														
124	ACAD.TASK ACH.												-.28		
	STORY 7														
208	NA - TASK ACH.														
	TOTAL														
222	AID/ADVICE	.50	.47	.37	.25	.38	.33	.35	.39	.27	.40	.52	.39	.25	.15

HYPOTHESIS 26: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Solver

		153 Story 3 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3								.29						
153	AGGRESSION														
	STORY 5								.14				-.14		
181	AUTHORITY														
	STORY 4	.17										.15			
167	ANXIETY														
	STORY 6		.29		.14										
195	ANXIETY														
	STORY 2														
139	IPR														
	STORY 1				-.14	.15									
125	ACAD.TASK ACH.														
	STORY 7														
209	NA - TASK ACH.														
	TOTAL														
223	SOLVER	.45	.60	.31	.34	.51	.46	.50	.61	.27	.34	.51	.39		

FIGURE 3

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 27: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Implementation

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
154	AGGRESSION							.12	.28						
	STORY 5														
182	AUTHORITY								.19				-.14		
	STORY 4														
168	ANXIETY											.14			
	STORY 6														
196	ANXIETY	.22	.28		.19					.17			.14		
	STORY 2														
140	IPR							.17							
	STORY 1														
126	ACAD.TASK ACH.				-.14	.14			.14						
	STORY 7														
210	NA - TASK ACH.														
	TOTAL														
224	IMPLEMENTATION	.43	.58	.29	.20	.21	.49	.54	.65	.29	.24	.54	.38	.25	.19

HYPOTHESIS 28: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Outcome

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
155	AGGRESSION				.15			.17	.19	.18	.19		.17		
	STORY 5														
183	AUTHORITY		.15				.18		.25		.16				
	STORY 4														
169	ANXIETY				.18			.18	.31	.27	.21	.19	.15		
	STORY 6														
197	ANXIETY	.17	.19		.25	.18	.31				.18		.17		
	STORY 2														
141	IPR	.18	.19		.16	.27	.21		.18						
	STORY 1														
127	ACAD.TASK ACH.		.17			.19	.15		.17						
	STORY 7														
211	NA - TASK ACH.														
	TOTAL														
225	OUTCOME	.42	.48	.47	.51	.55	.59	.53	.62	.52	.55	.49	.46	.41	.29

HYPOTHESIS 29: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Evaluation of Outcome

		156 Story 3 AGGRESSION		184 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
156	AGGRESSION														
	STORY 5														
184	AUTHORITY														
	STORY 4							.21				.23			
170	ANXIETY														
	STORY 6					.21				-.15		.19			
198	ANXIETY														
	STORY 2							-.15							
142	IPR														
	STORY 1					.23		.19							
128	ACAD.TASK ACH.														
	STORY 7														
212	NA - TASK ACH.														
	TOTAL EVAL.														
226	OF OUTCOME	.35	.48	.44	.41	.42	.38	.50		.26	.40	.39	.36	.33	.47

PICTURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 30: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Effectiveness

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
157	AGGRESSION							.20							
	STORY 5														
185	AUTHORITY					.16									
	STORY 4														
171	ANXIETY			.16						.17	.14	.26			
	STORY 6														
199	ANXIETY	.20								.14		.16	.16		
	STORY 2														
143	IPR					.17	.14	.14							
	STORY 1														
129	ACAD. TASK ACH.					.26		.16	.16						
	STORY 7														
213	NA - TASK ACH.														
	TOTAL														
227	COPING EFF.	.52	.51	.43	.26	.52	.34	.51	.47	.38	.47	.58	.44		.38

HYPOTHESIS 31: There will be a positive relationship among the measures of the same Story Completion coping style dimensions and Coping Effectiveness scores across the different behavior areas and with the Total scores for Coping Style and Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Instrumentality

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		204 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
162	AGGRESSION						.24		.16						.15
	STORY 5														
190	AUTHORITY										.18			.15	.14
	STORY 4														
176	ANXIETY		.24							.18				.16	.17
	STORY 6														
204	ANXIETY		.16												
	STORY 2														
148	IPR				.18	.18									
	STORY 1														
134	ACAD.TASK ACH.														
	STORY 7														
218	NA - TASK ACH.		.15	.15	.14	.16	.17								
	TOTAL														
232	INSTRUMENTALITY	.35	.52	.41	.31	.59	.54	.47	.53	.27	.21	.38	.27	.63	.63

HYPOTHESIS 32a: There will be a positive relationship among the Coping Style Dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Coping Style Dimension Total Scores and Coping Effectiveness

		219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVER		224 TOTAL IMPLEMENT.	
		10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL												
219	STANCE			.63	.54	.62	.43	.51	.30	.50	.39	.46	.41
	TOTAL												
220	ENGAGEMENT	.63	.54			.77	.72	.64	.59	.63	.59	.60	.58
	TOTAL												
221	INITIATION	.62	.43	.77	.72			.82	.76	.71	.63	.66	.58
	TOTAL												
222	AID/ADVICE	.51	.30	.64	.59	.82	.76			.66	.50	.68	.48
	TOTAL												
223	SOLVER	.50	.39	.63	.59	.71	.63	.66	.50			.91	.91
	TOTAL												
224	IMPLEMENTATION	.46	.41	.60	.58	.66	.58	.68	.48	.91	.91		
	TOTAL												
225	OUTCOME	.40	.39	.48	.52	.46	.51	.48	.39	.69	.72	.70	.72
	TOTAL EVAL.												
226	OF OUTCOME	.21		.18	.27	.24	.30	.25	.16	.30	.32	.35	.24
	TOTAL												
227	COPING EFFECT.	.83	.74	.84	.83	.91	.86	.77	.65	.81	.80	.73	.75
	TOTAL RESPONSE												
228	LENGTH				-.18								
	TOTAL												
232	INSTRUMENTALITY	.45	.38	.66	.57	.56	.55	.40	.30	.45	.47	.49	.52

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE 211

HYPOTHESIS 32b: There will be a positive relationship among the Coping Style dimension Total Scores and Total Coping Effectiveness.

INSTRUMENTS: Story Completion
VARIABLES: Copin. Style Dimension Total Scores and Coping Effectiveness

		225 COP. EFF. OF COPG		226 COP. EFF. FULL.OPTG.		227 COP. EFF. COP. EFF.		228 COP. EFF. RES. LENGTH		232 COP. EFF. INSTRUMENT.	
		10	14	10	14	10	14	10	14	10	14
	TOTAL										
225	OUTCOME			.39	.36	.56	.65			.41	.54
	TOTAL EVAL.										
226	OF OUTCOME	.39	.35			.27	.31				.24
	TOTAL										
227	COP.EFFECT.	.56	.65	.27	.31					.58	.58
	TOTAL RESPONSE										
228	LENGTH										.16
	TOTAL										
232	INSTRUMENTALITY	.41	.54		.24	.58	.58		.16		

HYPOTHESIS 33: There will be a positive relationship among length of responses across all behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Length of Responses across all behavior areas

		158 Story 3 AGGRESSION		186 Story 5 AUTHORITY		172 Story 4 ANXIETY		200 Story 6 ANXIETY		144 Story 2 IPR		130 Story 1 A - TA		214 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14
	STORY 3														
158	AGGRESSION			.73	.57	.71	.52	.65	.51	.74	.56	.70	.49	.60	.44
	STORY 5														
186	AUTHORITY	.73	.57			.69	.55	.71	.59	.65	.53	.60	.45	.67	.52
	STORY 4														
172	ANXIETY	.71	.52	.69	.55			.69	.62	.68	.57	.64	.54	.62	.53
	STORY 6														
200	ANXIETY	.65	.51	.71	.59	.69	.62			.60	.47	.63	.39	.71	.51
	STORY 2														
144	IPR	.74	.56	.65		.68	.57	.60	.47			.71	.57	.57	.46
	STORY 1														
130	ACAD.TASK ACH.	.70	.49	.60	.45	.64	.54	.63	.39	.71	.57			.50	.38
	STORY 7														
214	NA - TASK ACH.	.60	.44	.67	.52	.62	.53	.71	.51	.57	.46	.50	.38		
	TOTAL LENGTH														
228	OF RESPONSE	.88	.77	.86	.78	.86	.81	.85	.77	.84	.77	.81	.70	.80	.73

HYPOTHESIS 34: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS. Story Completion
VARIABLES: Positive Affect Hero

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA	
		10	14	10	14	10	14	10	14	10	14	10	14	16	14
	STORY 3														
159	AGGRESSION					.15		.20							.15
	STORY 5														
187	AUTHORITY						.15	.16	.14			.16			
	STORY 4														
173	ANXIETY	.15			.15			.28	.14						
	STORY 6														
201	ANXIETY	.20		.16	.14	.28	.14					.16		.14	.15
	STORY 2														
145	IPR														
	STORY 1														
131	ACAD.TASK ACH.			.16				.16							
	STORY 7														
215	NA - TASK ACH.		.15					.14	.15						
	TOTAL														
229	POSITIVE AFF.	.33	.16	.52	.42	.52	.48	.59	.42	.55	.60	.39	.48	.36	.44

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 35: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Negative Affect Hero

		160 Story 3 AGGRESSION 10	14	188 Story 5 AUTHORITY 10	14	174 Story 4 ANXIETY 10	14	202 Story 6 ANXIETY 10	14	146 Story 2 IPR 10	14	132 Story 1 A - TA 10	14	216 Story 7 NA - TA 10	14
	STORY 3														
160	AGGRESSION				.14	.16							.26		
	STORY 5														
188	AUTHORITY		.14			.26		.20							
	STORY 4														
174	ANXIETY	.16		.26				.24	.18		.14	.19	.18		.15
	STORY 6														
202	ANXIETY			.20		.24	.18			.15		.17			.22
	STORY 2														
146	IPR						.14	.15				.17	.25	.14	
	STORY 1														
132	ACAD.TASK ACH.		.26			.19	.18	.17		.17	.25				
	STORY 7														
216	NA - TASK ACH.						.15		.22	.14					
	TOTAL NEGATIVE														
230	AFFECT HERO	.39	.51	.46	.27	.64	.56	.49	.41	.54	.51	.55	.64	.29	.42

HYPOTHESIS 36: There will be a positive relationship among the measures of the same Story Completion affect dimension across the different behavior areas.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect Hero and Others

		161 Story 3 AGGRESSION 10	14	189 Story 5 AUTHORITY 10	14	175 Story 4 ANXIETY 10	14	203 Story 6 ANXIETY 10	14	147 Story 2 IPR 10	14	133 Story 1 A - TA 10	14	217 Story 7 NA - TA 10	14
	STORY 3														
161	AGGRESSION					.15	.15	.18		.15			.22		.32
	STORY 5														
189	AUTHORITY					.25		.16		.15		.15			
	STORY 4														
175	ANXIETY	.15	.15	.25				.37	.28	.33	.27	.23	.26		
	STORY 6														
203	ANXIETY	.18		.16		.37	.28			.16		.20			.21
	STORY 2														
147	IPR	.15		.15		.33	.27	.16				.21	.25	.19	
	STORY 1														
133	ACAD.TASK ACH.		.22	.15		.23	.26	.20		.21	.25				.16
	STORY 7														
217	NA - TASK ACH.		.32						.21	.19			.16		
	TOTAL AFFECT														
231	HERO & OTHERS	.48	.54	.44	.36	.69	.62	.57	.45	.65	.54	.50	.59	.31	-.15

HYPOTHESIS 37: There will be positive relationships among the Story Completion total positive affect measures and the total coping style measures. There will be a negative relationship among the Story Completion negative affect measures and the total coping style measures.

INSTRUMENTS: Story Completion
VARIABLES: Total Affect x Total Coping Style Measures

		219 TOTAL STANCE 10	14	220 TOTAL ENGAGEMENT 10	14	221 TOTAL INITIATION 10	14	222 TOTAL AID ADVICE 10	14	223 TOTAL SOLVER 10	14	224 TOTAL IMPLEMENT. 10	14	225 TOTAL OUTCOME 10	14	226 TOTAL EVAL.OUTC. 10	14	227 TOTAL COP.EFF. 10	14	232 TOTAL INSTRUMENT. 10	14
	TOTAL POSITIVE																				
229	AFFECT HERO					.19		.25		.25		.33		.27	.17	.39	.21	.18			
	TOTAL NEGATIVE																				
230	AFFECT HERO		-.29	-.20	-.44		-.27		-.20		-.33		-.28	.19	-.33		-.20		-.39		-.27

HYPOTHESIS 38: There will be positive relationships between Length of Response and Coping Effectiveness scores for each story.

INSTRUMENTS: Story Completion
VARIABLES: Length of Response x various Coping Effectiveness Variables

		129 Story 1 COP. EFF. 10	14	143 Story 2 COP. EFF. 10	14	157 Story 3 COP. EFF. 10	14	171 Story 4 COP. EFF. 10	14	185 Story 5 COP. EFF. 10	14	199 Story 6 COP. EFF. 10	14	213 Story 7 COP. EFF. 10	14	227 TOTAL COP. EFF. 10	14
	STORY 1																
130	RES.LENGTH	-.19		-.16		.15											-.19
	STORY 2																
144	RES.LENGTH										-.17				.15		
	STORY 3																
158	RES.LENGTH																
	STORY 4																
172	RES.LENGTH												-.14				
	STORY 5																
186	RES.LENGTH									-.14			-.18		.16		
	STORY 6																
200	RES.LENGTH			-.16									-.17				
	STORY 7																
214	RES.LENGTH														.33		
	TOTAL RESPONSE																
228	LENGTH										-.14		-.15				

FIGURE 3

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 39: There will be positive relationships among measures of the same coping style dimensions and Coping Effectiveness measures in behavior areas across the two projective instruments as well as positive relationships with the Total scores.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Stance x Stance

		149 Story 3 AGGRESSION 10	14	177 Story 5 AUTHORITY 10	14	163 Story 4 ANXIETY 10	14	191 Story 6 ANXIETY 10	14	135 Story 2 IPR 10	14	121 Story 1 A - TA 10	14	205 Story 7 NA - TA 10	14	219 TOTAL STANCE 10	14
	SENTENCE																
100	AGGRESSION												.21				.14
83	AUTHORITY																
92	ANXIETY																
74	IPR																
65	TASK ACH.												.27				
	TOTAL																
109	STANCE												.22				.16

HYPOTHESIS 40: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Engagement x Engagement

		150 Story 3 AGGRESSION 10	14	178 Story 5 AUTHORITY 10	14	164 Story 4 ANXIETY 10	14	192 Story 6 ANXIETY 10	14	136 Story 2 IPR 10	14	122 Story 1 A - TA 10	14	206 Story 7 NA - TA 10	14	220 TOTAL ENGAGEMENT 10	14
	SENTENCE																
101	AGGRESSION					-.21							.15				.27
84	AUTHORITY			.14													
93	ANXIETY				.15								.22				.29
	INTERPERSONAL																
75	RELATIONS		.19			-.16							.17				.23
	TASK																
66	ACHIEVEMENT	.17				-.14			.14				.14				
	TOTAL																
110	ENGAGEMENT	.14				-.18			.14				.26				.27

HYPOTHESIS 41: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Aid/Advice x Aid/Advice

		151 Story 3 AGGRESSION 10	14	179 Story 5 AUTHORITY 10	14	165 Story 4 ANXIETY 10	14	193 Story 6 ANXIETY 10	14	137 Story 2 IPR 10	14	123 Story 1 A - TA 10	14	207 Story 7 NA - TA 10	14	221 TOTAL AID/ADVICE 10	14
	SENTENCE																
102	AGGRESSION													.16		.15	
85	AUTHORITY																.19
94	ANXIETY		.16														
	ACADEMIC								.17				.15				
67	TASK ACH.	.15															
	TOTAL																
111	AID/ADVICE								.14				.17				.19

HYPOTHESIS 42: There will be positive relationships among measures of the same coping style construct in the same behavior areas across the two projective instruments.

INSTRUMENTS: Sentence and Story Completion

VARIABLES: Coping Effectiveness x Coping Effectiveness

		157 Story 3 AGGRESSION 10	14	185 Story 5 AUTHORITY 10	14	171 Story 4 ANXIETY 10	14	199 Story 6 ANXIETY 10	14	143 Story 2 IPR 10	14	129 Story 1 A - TA 10	14	213 Story 7 NA - TA 10	14	227 TOTAL COP. EFF. 10	14
	SENTENCE																
103	AGGRESSION												.14		-.15		
86	AUTHORITY				-.14								.15	.15			
95	ANXIETY		.20										.17				.24
	INTERPERSONAL																
77	RELATIONS		.22										.21				.19
	TASK																
68	ACHIEVEMENT	.17											.18				
	TOTAL																
112	COPING EFF.		.19						.15				.27				.21

FIGURE 3

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion Positive Affect measures will be positively related to the Sentence Completion Positive Affect measures of the same behavior area.

INSTRUMENTS: Story Completion & Sentence Completion

VARIABLES: Story Positive Affects x Sentence Positive Affects

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	SENTENCE POSITIVE AFFECT																
107	AGGRESSION POSITIVE AFFECT																
90	AUTHORITY POSITIVE AFFECT																
99	ANXIETY POSITIVE AFFECT	.15			.17												
81	IPR POSITIVE AFFECT																
72	TASK ACH. TOTAL																
116	POSITIVE AFFECT	.17															

HYPOTHESIS 43b: The Story Completion Positive Affect measures will be negatively related to the Sentence Completion Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Positive Affect x Sentence Hostile and Depressive Affect measures

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 TOTAL POS. AFF. HERO	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION HOSTILE																
104	AGGRESSION DEPRESSIVE													.21			
105	AUTHORITY HOSTILE																
87	AUTHORITY DEPRESSIVE																
88	ANXIETY HOSTILE											-.14					
96	ANXIETY DEPRESSIVE																
97	IPR HOSTILE															-.14	
78	IPR DEPRESSIVE			.18												.14	
79	TASK ACH. HOSTILE					-.15							.16				
69	TASK ACH. DEPRESSIVE																
70	TOTAL HOSTILE																
113	TOTAL DEPRESSIVE																
114																	

HYPOTHESIS 43c: The Story Completion Negative Affect measures will be negatively related to the Sentence Positive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Positive Affect

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - TA		216 Story 7 NA - TA		230 TOTAL NEG.AFFECT	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	NEGATIVE AFF. AGGRESSION																
107	POSITIVE AFF. AUTHORITY																
90	POSITIVE AFF. ANXIETY																
99	POSITIVE AFF. IPR																
81	POSITIVE AFF. TASK ACH.	.14															
72	TOTAL POSITIVE AFF.																
116																	

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43d: The Story Completion Negative Affect measures will be positively related to Sentence Hostile and Depressive Affect measures of the same behavior area.

INSTRUMENTS: Story and Sentence Completion

VARIABLES: Story Negative Affect x Sentence Hostile and Depressive Affect

		160 Story 1 AGGRESSION		188 Story 5 AUTHORITY		174 Story 6 ANXIETY		202 Story 6 AGGRESSION		146 Story 7 IPR		132 Story 1 A - IA		216 Story 7 SA - IA		230 TOTAL NEG. AFF.	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	AGGRESSION																
104	HOSTILE													.20			
	AGGRESSION																
105	DEPRESSIVE																
	AUTHORITY																
87	HOSTILE																
	AUTHORITY																
88	DEPRESSIVE					.15											
	ANXIETY																
96	HOSTILE		.18												.15		
	ANXIETY																
97	DEPRESSIVE						.14		.17				.16				.25
	IPR																
78	HOSTILE												.14	.14	.27		.15
	IPR																
79	DEPRESSIVE								.16								
	TASK ACH.																
65	HOSTILE										.15						.15
	TASK ACH.																
70	DEPRESSIVE						.16				-.18						.15
	TOTAL																
113	HOSTILE												.19	.18			.16
	TOTAL																
114	DEPRESSIVE						.15		.21								.21

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures of the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Task Achievement Coping Styles x SAI Good Coping Measures

		65 TASK ACH. STANCE		66 TASK ACH. ENGAGEMENT		67 TASK ACH. AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
37	TASK ACH.	.20	.37	.18	.22	.22	.23	.31	.29	.26	.22	.29	.21
	TOTAL												
42	SAI SCORE	.25	.31	.24	.16	.26	.19	.40	.44	.38	.33	.39	.36

HYPOTHESIS 44b: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion IPR Coping Styles x SAI Good Coping measures

		74 IPR STANCE		75 IPR ENGAGEMENT		76 IPR AID/ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
40	IPR	.28	.25	.29	.20	.29	.20	.32	.31	.34	.27	.36	.28
	TOTAL												
42	SAI SCORE	.32	.33	.32	.32	.31	.32	.40	.44	.38	.35	.39	.36

HYPOTHESIS 44c: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Completion Authority Coping Styles x SAI Good Coping measures

		83 AUTHORITY STANCE		84 AUTHORITY ENGAGEMENT		85 AUTHORITY AID ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
38	AUTHORITY	.26	.33		.14	.15	.21	.35	.35	.30	.26	.29	.26
	TOTAL												
42	SAI SCORE	.32	.28	.21	.14	.22	.18	.40	.44	.38	.35	.39	.36

HYPOTHESIS 44d: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI

VARIABLES: Sentence Completion Anxiety Coping Styles x SAI Good Coping measures

		92 ANXIETY STANCE		93 ANXIETY ENGAGEMENT		94 ANXIETY AID ADVICE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
41	ANXIETY								.18				.14
	TOTAL												
42	SAI SCORE	.19	.24	.20	.14	.15		.40	.44	.38	.35	.39	.36

HYPOTHESIS 44a: The Sentence Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Sentence and SAI
VARIABLES: Sentence Completion Accession Coping Style x SAI Good Coping measures

		100 ACCESSION STANCE		101 ACCESSION ENGAGEMENT		102 ACCESSION INITIATION		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE	
		10	14	10	14	10	14	10	14	10	14	10	14
	SAI												
39	ACCRESSION		.14	.26	.19	.31	.20	.27	.19	.30	.24	.31	.25
	TOTAL												
42	SAI SCORE		.16		.18	.17	.20	.40	.44	.38	.32	.39	.36

HYPOTHESIS 45a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI
VARIABLES: Story Completion Academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	ACADEMIC TASK ACHIEVE.	10	14	10	14
121	STANCE		.16		
122	ENGAGEMENT				
123	INITIATION		.14		
124	AID/ADVICE		.15		
125	SOLVER		.17		.14
126	IMPLEMENTATION		.15		
127	OUTCOME EVALUATION			.14	
128	OF OUTCOME				
134	INSTRUMENTALITY				
	TOTALS				
219	STANCE		.17	.18	
220	ENGAGEMENT				.21
221	INITIATION			.15	
222	AID/ADVICE				
223	SOLVER		.18		.20
224	IMPLEMENTATION		.19	.16	.25
225	OUTCOME EVALUATION			.14	.18
226	OF OUTCOME	.16		.20	.17
232	INSTRUMENTALITY		.16		.22

JAPAN TABLE OF INTERPERSONAL CORRELATIONS - STAGE III

HYPOTHESIS 43b: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Interpersonal Relations Coping Styles x SAI Good Coping measures

		40 SAI TOT. SCORE		42 SAI TOT. SCORE	
		219 10	14	10	14
	INTERPERSONAL RELATIONS				
135	STANCE				
136	ENGAGEMENT				.14
137	INITIATION				
138	AID/ADVICE				
139	SOLVER				
140	IMPLEMENTATION				
141	OUTCOME		.16		
142	EVALUATION OF OUTCOME	.18			
148	INSTRUMENTALITY				
	TOTALS				
219	STANCE			.18	
220	ENGAGEMENT				.21
221	INITIATION			.17	
222	AID/ADVICE				
223	SOLVER				.20
224	IMPLEMENTATION			.16	.25
225	OUTCOME			.14	.18
226	EVALUATION OF OUTCOME	.16		.20	.17
232	INSTRUMENTALITY		.19		.22

HYPOTHESIS 43c: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Aggression Coping Styles x SAI Good Coping measures

		39 SAI AGGRESSION 10	14	42 SAI TOT. SCORE 10	14
	AGGRESSION				
149	STANCE				
150	ENGAGEMENT	.19	.20		.17
151	INITIATION	.18		.26	
152	AID/ADVICE	.12		.23	
153	SOLVER	.14	.21	.16	.20
154	IMPLEMENTATION	.18	.21	.18	.27
155	OUTCOME		.21		.20
156	EVALUATION OF OUTCOME				.14
162	INSTRUMENTALITY	.15			
	TOTALS				
219	STANCE	.20	.18	.18	
220	ENGAGEMENT		.26		.21
221	INITIATION	.21	.23	.15	
222	AID/ADVICE	.16	.20		
223	SOLVER	.14	.22		.20
224	IMPLEMENTATION	.19	.29	.16	.25
225	OUTCOME	.16	.18	.14	.18
226	EVALUATION OF OUTCOME	.23		.24	.17
232	INSTRUMENTALITY		.17		.22

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 43a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	ANXIETY VIGNT &			
163	VIGNCE			
164	ENGAGEMENT			
165	INITIATION			
166	AID/ADVICE	-.14		-.14
167	SOLVER			
168	IMPLEMENTATION			
169	OUTCOME EVALUATION			
170	OF OUTCOME			
176	INSTRUMENTALITY			
	TOTALS			
219	VIGNCE		.18	
220	ENGAGEMENT			.21
221	INITIATION		.15	
222	AID/ADVICE			
223	SOLVER			.20
224	IMPLEMENTATION		.16	.25
225	OUTCOME		.14	.18
226	EVALUATION OF OUTCOME		.20	.17
232	INSTRUMENTALITY			.22

HYPOTHESIS 43a: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Authority Coping Styles x SAI Good Coping measures

		38 SAI A[illegible]IGRITY 14	42 SAI TOT. SCORE 10	42 SAI TOT. SCORE 14
	AUTHORITY			
177	VIGNCE			
178	ENGAGEMENT			
179	INITIATION			
180	AID/ADVICE			
181	SOLVER			
182	IMPLEMENTATION			
183	OUTCOME EVALUATION			
184	OF OUTCOME		.21	
190	INSTRUMENTALITY	.17		
	TOTALS			
219	VIGNCE		.18	
220	ENGAGEMENT	.20		.21
221	INITIATION		.15	
227	AID/ADVICE			
223	SOLVER			.20
224	IMPLEMENTATION		.16	.25
225	OUTCOME	.18	.14	.18
226	EVALUATION OF OUTCOME		.20	.17
232	INSTRUMENTALITY			.22

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 45f: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Anxiety Coping Styles x SAI Good Coping measures

		41 SAI ANXIETY		42 SAI TOT. SCORE	
	ANXIETY STORY 6	10	14	10	14
191	STANCE				
192	ENGAGEMENT				
193	INITIATION			.14	
194	AID/ADVICE				
195	SOLVER				.21
196	IMPLEMENTATION				.23
197	OUTCOME EVALUATION	-.15			.14
198	OF OUTCOME				
204	INSTRUMENTALITY				
	TOTALS				
219	STANCE			.18	
220	ENGAGEMENT				.21
221	INITIATION			.15	
222	AID/ADVICE				
223	SOLVER				.20
224	IMPLEMENTATION			.16	.25
225	OUTCOME EVALUATION			.14	.18
226	OF OUTCOME			.20	.17
232	INSTRUMENTALITY				.22

HYPOTHESIS 45g: The Story Completion measures of Coping Style dimensions will be positively related to the SAI Good Coping measures in the five different behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Non-academic Task Achievement Coping Styles x SAI Good Coping measures

		37 SAI TASK ACH.		42 SAI TOT. SCORE	
	NONACADEMIC TASK ACHIEVE.	10	14	10	14
205	STANCE			.14	
206	ENGAGEMENT				
207	INITIATION				
208	AID/ADVICE				
209	SOLVER				
210	IMPLEMENTATION				
211	OUTCOME EVALUATION			.16	
212	OF OUTCOME			.16	
218	INSTRUMENTALITY				.14
	TOTALS				
219	STANCE		.17	.18	
220	ENGAGEMENT				.21
221	INITIATION			.15	
222	AID/ADVICE				
223	SOLVER		.18		.20
224	IMPLEMENTATION		.19	.16	.25
225	OUTCOME EVALUATION			.14	.18
226	OF OUTCOME	.16		.20	.17
232	INSTRUMENTALITY		.14		.22

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 46: The Sentence Completion measures of Coping Effectiveness will be positively related to the SAI good Coping measures in the same behavior areas.

INSTRUMENTS: Sentence Completion and SAI

VARIABLES: Sentence Coping Effectiveness x SAI Good Coping measures

	SAI	203 COP. EFF. ACHIEVEMENT		84 COP. EFF. AUTHORITY		55 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. A - TA		112 TOTAL COP. EFF.	
	TASK	10	14	10	14	10	14	10	14	10	14	10	14
37	ACHIEVEMENT			.23		.21		.21	.27	.28	.41	.30	.24
38	AUTHORITY		.19	.26	.36	.24		.23	.25	.31	.20	.35	.35
39	AGGRESSION	.30	.25	.31	.19	.14	.20	.25	.33	.25	.12	.38	.34
40	INTERPERSONAL RELATIONS	.18	.16	.30	.23	.21	.25	.33	.29	.29	.18	.41	.36
41	ANXIETY			.17	.19				.24		.22	.18	.22
42	TOTAL SAI SCORE	.21	.23	.36	.32	.24	.17	.33	.43	.35	.33	.46	.47

HYPOTHESIS 47: The Story Completion measures of coping effectiveness will be positively related to the SAI good Coping measures in the same behavior areas.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Coping Effectiveness x SAI Good Coping measures

	SAI	157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 SA - TA		227 TOTAL COP. EFF.	
	TASK	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	ACHIEVEMENT								.19				.18				.19
38	AUTHORITY		.14								.14	.14				.14	.16
39	AGGRESSION	.20	.22						.14		.18		.18	.16		.21	.22
40	INTERPERSONAL RELATIONS	.16															
41	ANXIETY																
42	TOTAL SAI SCORE	.18	.19						.15					.16		.16	.20

HYPOTHESIS 48a: The SAI Good Coping scores will be positively related with the Story Completion Positive Affect measures.

INSTRUMENTS: Story Completion and SAI

VARIABLES: Story Completion Positive Affect Measures x SAI Good Coping Scores

	SAI	131 Story 1 POS. AFF.		145 Story 2 POS. AFF.		159 Story 3 POS. AFF.		173 Story 4 POS. AFF.		187 Story 5 POS. AFF.		291 Story 6 POS. AFF.		215 Story 7 POS. AFF.		229 TOTAL POS. AFF.	
	TASK	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	ACHIEVEMENT															.17	
38	AUTHORITY																
39	AGGRESSION																
40	INTERPERSONAL RELATIONS	.16					.16										
41	ANXIETY																
42	TOTAL SAI SCORE																

HYPOTHESIS 48b: The SAI Good Coping scores will be negatively related with the Story Completion Negative Affect measures.

INSTRUMENTS: SAI and Story Completion

VARIABLES: SAI Good Coping x Story Completion Negative Affect

	SAI	132 Story 1 NEG. AFF.		146 Story 2 NEG. AFF.		160 Story 3 NEG. AFF.		174 Story 4 NEG. AFF.		188 Story 5 NEG. AFF.		202 Story 6 NEG. AFF.		216 Story 7 NEG. AFF.		230 TOTAL NEG. AFF.	
	TASK	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
37	ACHIEVEMENT																
38	AUTHORITY	-.15	-.16														
39	AGGRESSION		-.14				-.15								-.18		-.13
40	INTERPERSONAL RELATIONS								-.16								
41	ANXIETY				.18												
42	TOTAL SAI SCORE		-.13												-.16		

HYPOTHESIS 49a: The SAI Good Coping scores will be positively related with the Sentence Completion positive affect measures.

INSTRUMENTS: SAI and Sentence Completion
VARIABLES: SAI Good Coping x Sentence Completion Positive Affect

		72		81		90		99		107		116	
		POS. AFF. TASK ACH.		POS. AFF. IPR		POS. AFF. AUTHORITY		POS. AFF. ANXIETY		POS. AFF. AGGRESSION		POS. AFF. TOTAL	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14
37	TASK ACHIEVEMENT		-.14										
38	AUTHORITY												
39	AGGRESSION												
40	INTERPERSONAL RELATIONS								.16				
41	ANXIETY				-.19								
42	TOTAL SAI SCORE								.15				

HYPOTHESIS 49b: The SAI Good Coping scores will be negatively related with the Sentence Completion Hostile and Depressive measures.

INSTRUMENTS: SAI and Sentence Completion
VARIABLES: SAI Good Coping x Sentence Completion Hostile and Depressive measures

		37		38		39		40		41		42	
		SAI		SAI		SAI		SAI		SAI		SAI	
		TASK ACH.		AUTHORITY		AGGRESSION		IPR		ANXIETY		TOT. SCORE	
	SENTENCE COMP.	10	14	10	14	10	14	10	14	10	14	10	14
69	TASK ACHIEVE. HOSTILE		-.24										-.17
70	TASK ACHIEVE. DEPRESSIVE		-.14		-.21				-.16				-.21
78	IPR HOSTILE	-.14	-.16		-.15	-.30	-.25	-.26	-.19		-.26	-.27	-.31
79	IPR DEPRESSIVE												
87	AUTHORITY HOSTILE	-.14		-.21	-.28	-.25	-.24	-.23	-.16			-.27	-.23
88	AUTHORITY DEPRESSIVE		-.20										
96	ANXIETY HOSTILE					-.18	-.18	-.18	-.14			-.15	
97	ANXIETY DEPRESSIVE	-.18		-.24					-.21			-.17	
104	AGGRESSION HOSTILE					-.21	-.22						-.15
105	AGGRESSION DEPRESSIVE												
113	TOTAL HOSTILE			-.21	-.26	-.37	-.37	-.29	-.27		-.15	-.32	-.36
114	TOTAL DEPRESSIVE	-.14		-.21					-.22		-.14	-.14	-.21

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 50: The Occupational Values Intrinsic measures will be positively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence, and Story Completion

VARIABLES: Occupational Values, Intrinsic Measures x Sentence and Story Total Coping dimensions

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																		
108	ATTITUDE		.31																
	TOTAL														.14				.14
109	STANCE		.29																
	TOTAL																		
110	ENGAGEMENT		.25																
	TOTAL									.14	.14								
111	AID/ADVICE		.23																.22
	TOTAL									.14	.19								
112	COPING EFF.		.33																
	TOTAL																		
219	STANCE																		
	TOTAL						-.18		-.15				-.16						-.15
220	ENGAGEMENT													.14					
	TOTAL																		
221	INITIATION													.17					
	TOTAL																		
222	AID/ADVICE																		
	TOTAL																		
223	SOLVER		.23																
	TOTAL																		
224	IMPLEMENTATION		.24																
	TOTAL							-.15											
225	OUTCOME		.24																
	TOTAL EVAL.																		
226	OF OUTCOME																		
	TOTAL								-.14				-.14						
227	COPING EFF.		.17																
	TOTAL						-.16												
232	INSTRUMENTALITY		.15																

HYPOTHESIS 51: The Occupational Values Intrinsic measures will be positively related with the SAI good Coping measures.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Intrinsic measures x SAI good Coping measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL. STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
	SAI	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TASK																		
37	ACHIEVEMENT	.23	.16									-.15					.16		.14
38	AUTHORITY	.23	.19			-.14													
39	AGGRESSION	.14	.25			-.16				.15									
	INTERPERSONAL												.15					.17	.16
40	RELATIONS	.19	.18			-.16		-.16		.17									
41	ANXIETY					-.16								.17	.15				.22
	TOTAL																		.21
42	SAI SCORE	.24	.28			-.19		-.14		.16									

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 52: The Occupational Values Intrinsic measures will be negatively related with Views of Life Active Response measures.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Intrinsic measures x Views of Life Active

	V61	14 OCC. VAL. ALTRUISM 14	15 OCC. VAL. ESTHETICS 14	16 OCC. VAL. INDEP. 14	17 OCC. VAL. MANAGEMENT 14	19 OCC. VAL. SELF-SATIS 14	20 OCC. VAL. INTEL.STIM 14	21 OCC. VAL. CREATIVITY 14	27 OCC. VAL. VARIETY 14	29 OCC. VAL. INTRINSIC 14
43	LOCUS OF CONTROL ACADEMIC				-.21					
44	LOCUS OF CONT. ACTION -	-.15								
45	INACTION IMMEDIATE -									
46	DELAYED RATE OF		.14							
47	ACTION INTRINSIC -									
48	EXTRINSIC TASK ACH. -									
49	IPR COMPETITION -									
50	CO-OPERATION INDEPENDENT -			.14						
51	INTERDEPENDENT EARNED STATUS -				-.14					
52	BESTOWED STATUS CONFRONT-				-.14			.15		
53	AVOID SELF-INITI.									
54	OTHER INITI. SELF SOLVER-							.18		
55	OTHER SOLVER SELF-JOINT								-.19	
56	IMPLEMENTATION INSTRUMENT -		.18							.29
58	FANTASY CONT./EXPRESS-	.14								
59	IVITY & ACCEPT. ACT./PASS.									
60	UNDER STRESS POS./NEG.		-.21		.15					
61	SELF-CONTROL VIEW OF									
62	LIFE TOTAL									
63	SCORE							.17		.17

HYPOTHESIS 53: The Occupational Values Intrinsic measures will be positively related with the Story Total Positive Affect measure and the Sentence Total Positive measures.

INSTRUMENTS: Occupational Values and Story Completion

VARIABLES: Occupational Values Intrinsic Measures x Total Story and Total Sentence Positive Affect measures

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 TOTAL INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
229	TOTAL STORY POS. AFFECT				.18			-.15			-.16	.14				.15		.15	
116	TOTAL SENT. POS. AFFECT															.16			

HYPOTHESIS 54: The Occupational Values Intrinsic measures will be negatively related with Sentence Total Hostile and Depressive Affect and with the Story Completion total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion and Story Completion

VARIABLES: Occupational Values Intrinsic measures x Sentence Total Hostile and Total Depressive Affect and Total Story Negative Affect

		14 OCC. VAL. ALTRUISM		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-SATIS		20 OCC. VAL. INTEL.STIM		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
113	SENTENCE TOTAL HOSTILE		-.24		-.19						-.15								
114	TOTAL DEPRESSIVE									.16					-.22				
230	TOTAL STORY NEGATIVE AFF.																		.15

FIGURE 5

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - SCALE III

HYPOTHESIS 55: The Occupational Values Extrinsic measures will be negatively related with the Sentence and Story Total Coping dimension measures.

INSTRUMENTS: Occupational Values, Sentence and Story Completion

VARIABLES: Occupational Value Extrinsic measures x Sentence and Story Tot.l Coping measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	STORY	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	TOTAL																
219	STANCE																
	TOTAL										.19						.15
220	ENGAGEMENT																
	TOTAL																
221	INITIATION																
	TOTAL																
222	AID/ADVICE																
	TOTAL																
223	SOLVER	.16															
	TOTAL																
224	IMPLEMENTATION	.14															
	TOTAL																
225	OUTCOME																
	TOTAL EVAL.																
226	OF OUTCOME					-.17						.14					
	TOTAL																
227	COPING EFF.																
	TOTAL																
232	INSTRUMENTALITY																
	SENT. TOTAL			.19				-.16		.20							
108	ATTITUDE																
	TOTAL							-.19	-.18								-.14
109	STANCE																
	TOTAL		-.14					-.15	-.20								
110	ENGAGEMENT																
	TOTAL					-.14		-.18	-.19								
111	AID/ADVICE																
	TOTAL		-.16			-.14		-.19	-.29								-.22
112	COPING EFF.																

HYPOTHESIS 56: The Occupational Values Extrinsic measure will be negatively related with the SAI good coping measure.

INSTRUMENTS: Occupational Values and SAI

VARIABLES: Occupational Values Extrinsic measure x SAI Good Coping

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
	SAI GOOD COP.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	MEASURES																
37	TASK ACHIEVE.		-.14			-.16											-.14
38	AUTHORITY							-.19	-.14								
39	AGGRESSION							-.19	-.16								
	INTERPERSONAL															-.17	-.16
40	RELATIONS					-.18		-.28	-.17								
41	ANXIETY			-.15	-.24			-.16			-.29						-.22
	TOTAL																
42	SAI					-.14		-.27	-.19								-.21

FIGURE 3

JAPAN TALLIES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 57: The Occupational Values Extrinsic measures will be negatively related with active measures of Views of Life.

INSTRUMENTS: Occupational Values and Views of Life

VARIABLES: Occupational Values Extrinsic measures x Views of Life Active Measures

	V#1	18 OCC. VAL. SUCCESS 14	22 OCC. VAL. SECURITY 14	23 OCC. VAL. PRESTIGE 14	24 OCC. VAL. ECON. RET. 14	25 OCC. VAL. SURROUND. 14	26 OCC. VAL. ASSOCIATES 14	28 OCC. VAL. FOL. FATHER 14	30 OCC. VAL. EXTRINSIC 14
43	LOCUS OF CONTROL - ACADEMIC			.14					
44	LOCUS OF CONT. - ACTION								
45	INACTION IMMEDIATE -					.15			
46	DELAYED RATE OF			.14					
47	ACTION INTRINSIC -								
48	EXTRINSIC TASK ACH. -							-.20	
49	IPR COMPETITION -					-.14	-.20		
50	CO-OPERATION INDEPENDENT -		-.14						
51	INTERDEPENDENT EARNED STATUS -							-.19	
52	BESTOWED STATUS CONFRONT -				-.26				
53	AVOID SELF-INITI.								
54	OTHER INITI. SELF SOLVER -								
55	OTHER SOLVER SELF-JOINT								
56	IMPLEMENTATION INSTRUMENT -		-.20		-.15		-.29		-.29
58	FANTASY CONT./EXPRESS-					.15	-.14		
59	IVITY & ACCEPT. ACT./PASS.								
60	UNDER STRESS POS./NEG.	-.14		-.16				.14	
61	SELF-CONCEPT VIEW OF								
62	LIFE TOTAL								
63	SCORE		-.14				-.17		-.17

HYPOTHESIS 58: The Occupational Values Extrinsic measures will be negatively related with the Story Total Positive Affect measure and the Sentence Total Positive Affect measure.

INSTRUMENTS: Occupational Values, Story and Sentence Completion

VARIABLES: Occupational Values Extrinsic measures x Story and Sentence Total Positive Affect

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
229	STORY TOTAL POS. AFFECT					-.14						.15				-.15	
116	SENTENCE TOTAL POS. AFFECT	-.19		.15													

HYPOTHESIS 59: The Occupational Values Extrinsic measures will be positively related with Sentence Completion Total Hostile and Total Depressive Affect measures and the Story Completion Total Negative Affect.

INSTRUMENTS: Occupational Values and Sentence Completion

VARIABLES: Occupational Values Extrinsic x Sentence Total Hostile and Total Depressive

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
113	TOTAL HOSTILE								.27								
114	TOTAL DEPRESSIVE																
230	TOTAL STORY NEGATIVE AFFECT	-.14		-.14		-.15	-.14					.16	.18			-.15	

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 60: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Total Coping Dimension measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Story Total Coping Dimension measures

	219 TOTAL STANCE		220 TOTAL ENGAGEMENT		221 TOTAL INITIATION		222 TOTAL AID/ADVICE		223 TOTAL SOLVED		224 TOTAL IMPLEMENT.		225 TOTAL OUTCOME		226 TOTAL EVAL. OUTC.		227 TOTAL COP. EFF.		232 TOTAL INSTRUMENT.	
OCC. INT.	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
31* OCCUPATIONAL ASPIRATION		.21		.21		.23												.21		
32* OCCUPATIONAL EXPECTATION	-.14					.18		.20												
36* EDUCATIONAL ASPIRATION				.19		.19		.19										.15		

HYPOTHESIS 61: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Sentence Total Coping Dimensions measures.

INSTRUMENTS: Occupational Interest Inventory and Story Completion

VARIABLES: Occupational Aspiration, Expectation, and Educational Aspiration x Sentence Total Coping Dimension measures

	108 TOTAL ATTITUDE		109 TOTAL STANCE		110 TOTAL ENGAGEMENT		111 TOTAL AID/ADVICE		112 TOTAL COP. EFF.	
	10	14	10	14	10	14	10	14	10	14
31* OCCUPATIONAL ASPIRATION										
32* OCCUPATIONAL EXPECTATION				-.15	.20	-.15	.15	-.19		-.22
36* EDUCATIONAL ASPIRATION										

*Remember that these Variables are reversed. Thus any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 62: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the SAI Good Coping measures.

INSTRUMENTS: Occupational Interest Inventory and SAI

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educationl Aspiration x SAI Good Coping measures

	37 SAI TASK ACH.		38 SAI AUTHORITY		39 SAI AGGRESSION		40 SAI IPR		41 SAI ANXIETY		42 SAI TOT. SCORE	
	10	14	10	14	10	14	10	14	10	14	10	14
31* OCCUPATIONAL ASPIRATION		-.30								-.33		-.20
32* OCCUPATIONAL EXPECTATION		-.26								-.31		-.17
36* EDUCATIONAL ASPIRATION		-.28					-.15			-.29	-.14	-.14

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 63: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the active response measures of the Views of Life.

INSTRUMENTS: Occupational Interest Inventory and Views of Life

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Views of Life

		31* OCC. INT. OCC. ASP.	32* OCC. INT. OCC. INT.	36* OCC. INT. ED. ASP.
	V61	14	14	14
43	LOCUS OF CONTROL ACADEMIC			
44	LOCUS OF CONT. ACTION -			
45	INACTION IMMEDIATE -			.16
46	DELAYED RATE OF			
47	ACTION INTRINSIC -			
48	EXTRINSIC TASK ACH. -			
49	IPR COMPETITION -			
50	CO-OPERATION INDEPENDENT -			-.16
51	INTERDEPENDENT EARNED STATUS -			
52	BESTOWED STATUS CONFRONT -			
53	AVOID SELF-INITI.	-.14		
54	OTHER INITI. SELF SOLVER -			
55	OTHER SOLVER SELF-JOINT	.14		
56	IMPLEMENTATION INSTRUMENT -	-.14		
58	FANTASY CONT./EXPRESS-			
59	IVITY & ACCEPT. ACT./PASS.			
60	UNDER STRESS POS./NEG.			
61	SELF-CONCEPT VIEW OF			-.14
62	LIFE TOTAL		.20	
63	SCORE			

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 64: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be negatively related with the Story Completion Total Positive Affect measure and the Sentence Completion Total Positive Affect measures.

INSTRUMENTS: Occupational Interests Inventory, Story and Sentence Completion

VARIABLES: Occupational Aspiration, Occupational Expectation, Educational Aspiration x Total Story and Sentence Positive Affect measures

		229 STORY TOT. POS.AFF.		116 SENT.TOT. POS.AFF.	
		10	14	10	14
31*	OCCUPATIONAL ASPIRATION				
32*	OCCUPATIONAL EXPECTATION				
36*	EDUCATIONAL ASPIRATION				

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 65: The status level measures of Occupational Aspiration, Occupational Expectation, and Educational Aspiration will be positively related with the Sentence Completion Total Hostile and Depressive Affect measures, and the Story Completion Total Negative Affect measure.

INSTRUMENTS: Occupational Interest Inventory

VARIABLES: Occupational Aspiration, Occupational Expectation, and Educational Aspiration x Sentence Total Hostile and Total Depressive Affect measures and Total Story Negative Affect

		113 TOTAL HOSTILE		114 TOTAL DEPRESSIVE		230 TOTAL STORY N.A.	
		10	14	10	14	10	14
31*	OCCUPATIONAL ASPIRATION						
32*	OCCUPATIONAL EXPECTATION	-.16					
36*	EDUCATIONAL ASPIRATION					-.15	

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 66: There will be positive relationships between the Intrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Intrinsic Values x Criterion

		14 OCC. VAL. AUTHORITY		15 OCC. VAL. ESTHETICS		16 OCC. VAL. INDEP.		17 OCC. VAL. MANAGEMENT		19 OCC. VAL. SELF-ACTU.		20 OCC. VAL. INTEL. STIM.		21 OCC. VAL. CREATIVITY		27 OCC. VAL. VARIETY		29 OCC. VAL. INTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																		
2	MATH									.23							.16	.15	.18
	ACHIEVEMENT																		
3	READING					.20	.14			.36	.20						.20	.28	.29
	ACHIEVEMENT																		
4	G.P.A.		.15				.17			.27	.20						.21	.26	.25
	BRS																		
5	TASK ACHIEVE.						.20			.24	.15							.17	.17
	BRS																		
6	AUTHORITY						.14												
	BRS																		
7	IPR																		
	BRS																		
8	IMPLEMENTATION									.26	.19							.15	.19
	BRS																		
9	SELF-ASSERTION									.25	.15							.21	.18
	BRS																		
10	INITIATION									.23			.16					.17	.15
	BRS																		
11	SOLVER									.28	.17							.19	.18
	BRS																		
12	AGGRESSION																		
	BRS																		.14
13	ANXIETY	.19																	

HYPOTHESIS 67: There will be negative relationships between the Extrinsic Occupational Values and the criterion measures.

INSTRUMENTS: Occupational Values, Achievement, BRS

VARIABLES: Occupational Extrinsic Values x Criterion measures

		18 OCC. VAL. SUCCESS		22 OCC. VAL. SECURITY		23 OCC. VAL. PRESTIGE		24 OCC. VAL. ECON. RET.		25 OCC. VAL. SURROUND.		26 OCC. VAL. ASSOCIATES		28 OCC. VAL. FOL. FATHER		30 OCC. VAL. EXTRINSIC	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	-.14			-.18						-.14					-.15	-.18
	ACHIEVEMENT																
3	READING	-.16	-.18		-.28			-.15								-.28	-.29
	ACHIEVEMENT																
4	G.P.A.	-.23	-.14		-.19	-.15		-.20	-.16							-.26	-.25
	BRS																
5	TASK ACHIEVE.	-.26				-.16		-.18	-.17							-.17	-.17
	BRS																
6	AUTHORITY	-.17			-.15						-.14				.16		
	BRS																
7	IPR	-.19							-.15								
	BRS																
8	IMPLEMENTATION	-.27	-.14			-.19		-.15	-.17							-.15	-.19
	BRS																
9	SELF-ASSERTION	-.33				-.22		-.21	-.18	.14	-.15		-.14			-.21	-.18
	BRS																
10	INITIATION	-.25				-.17		-.16	-.14							-.17	-.15
	BRS																
11	SOLVER	-.30				-.18		-.15			-.16					-.19	-.18
	BRS																
12	AGGRESSION																
	BRS												-.20	.18			-.14
13	ANXIETY	-.27				-.14											

HYPOTHESIS 68: There will be negative relationships between the status levels of Occupational Aspiration, Occupational Expectation, and Educational Aspiration and the criterion measures.

INSTRUMENTS: Occupational Interest Inventory and Achievement BRS

VARIABLES: Occupational Aspiration, Occupational Expectation and Educational Aspiration x Criterion measures

		31* OCC. VAL. OCC. ASP. 10	31* 14	32* OCC. VAL. OCC. EXP. 10	32* 14	36* OCC. VAL. ED. ASP. 10	36* 14
2	ACHIEVEMENT MATH		-.31	-.20	-.37	-.39	-.47
3	ACHIEVEMENT READING		-.30	-.27	-.38	-.35	-.43
4	ACHIEVEMENT G.P.A.		-.24		-.32	-.30	-.43
5	BRS TASK ACHIEVE.	-.14	-.23		-.27	-.21	-.31
6	BRS AUTHORITY		-.22		-.18	-.13	-.25
7	BRS IPR	-.16	-.21		-.17	-.20	-.16
8	BRS IMPLEMENTATION		-.19		-.20	-.16	-.26
9	BRS SELF-ASSERTION	-.18	-.26		-.25	-.26	-.30
10	BRS INITIATION					-.17	-.18
11	BRS SOLVER	-.18	-.27	-.14	-.29	-.27	-.31
12	BRS AGGRESSION		-.14		-.14		-.23
13	BRS ANXIETY	-.17	-.29		-.26	-.28	-.32

*Remember that these Variables are reversed. Thus, any correlations involving these Variables, if positive are actually negative correlations and, if negative, are actually positive correlations. That is, the lower the number the higher the aspiration or expectation level and vice versa.

HYPOTHESIS 69: There will be negative relationships between the Occupational Interest discrepancy score and the Criterion measures.

INSTRUMENTS: Occupational Interest Inventory, Achievement BRS

VARIABLES: Occupational Interest Discrepancy x Criterion measures

		34 OCC. INT. EXP./ASP. 10	34 14	35 OCC. INT. OCC./ASP. 10	35 14
2	ACHIEVEMENT MATH			-.22	-.30
3	ACHIEVEMENT READING	-.14		-.27	-.30
4	ACHIEVEMENT G.P.A.			-.16	-.2[illegible]
5	BRS TASK ACHIEVE.				
6	BRS AUTHORITY				
7	BRS IPR				
8	BRS IMPLEMENTATION				
9	BRS SELF-ASSERTION				
10	BRS INITIATION				
11	BRS SOLVER				
12	BRS AGGRESSION				
13	BRS ANXIETY				

HYPOTHESIS 70: There will be a positive relationship between the SAI good coping measures and the criterion measures.

INSTRUMENTS: SAI and Achievement - BRS

VARIABLES: SAI Good Coping measures x Criterion

		37 SAI TASK ACH. 10	37 14	38 SAI AUTHORITY 10	38 14	39 SAI AGGRESSION 10	39 14	40 SAI IPR 10	40 14	41 SAI ANXIETY 10	41 14	42 SAI TOTAL 10	42 14
2	ACHIEVEMENT MATH	.22	.24			.14				.17	.20	.19	
3	ACHIEVEMENT READING	.18	.19								.22	.14	
4	ACHIEVEMENT G.P.A.	.15	.24			.19		.13		.22	.20	.22	
5	BRS TASK ACHIEVE.	.14	.16			.23		.18		.18		.24	
6	BRS AUTHORITY									.14	.15	.14	
7	BRS IPR							.15		.18			
8	BRS IMPLEMENTATION	.17	.14			.18		.14		.17		.20	
9	BRS SELF-ASSERTION					.17		.17		.25	.16	.21	
10	BRS INITIATION	.14				.21		.21		.19		.23	
11	BRS SOLVER				-.14		-.18	.15		.21	.15	.18	
12	BRS AGGRESSION		.14			.14						.14	

FIGURE 3

JAPAN TABLES OF SIGNIFICANCE CORRELATIONS - STAGE III

HYPOTHESIS 71: There will be a positive relationship between the Views of Life active response measures and the criterion measures.

INSTRUMENTS: Views of Life - Achievement BRS
VARIABLES: Views of Life - Achievement BRS

		2 ACHIEVE. MATH 14	3 ACHIEVE. READING 14	4 ACHIEVE. G.P.A. 14	5 BRS TASK ACH 14	6 BRS AUTH. 14	7 BRS IPR 14	8 BRS IMPLE. 14	9 BRS SELF-ASS. 14	10 BRS INITI. 14	11 BRS SOLVER 14	12 BRS ACCESS. 14	13 BRS ANXIETY 14
Vel													
42	LOCUS OF CONTROL												
44	ACADEMIC LOCUS OF CONT.												-.23
45	ACTION - INACTION												
46	IMMEDIATE - DELAYED												
47	RATE OF ACTION											-.23	
48	INTRINSIC - EXTRINSIC				.17			.14	.14	.17	.15	.15	
49	TASK ACH. - IPR	.24	.24	.27		.16			.13		.17		
50	COMPETITION - CO-OPERATION					.20			.19	.14	.22		.25
51	INDEPENDENT - INTERDEPENDENT	.24	.20	.27									
52	EARNED STATUS - BESTOWED STATUS			.16									
53	CONFRONT - AVOID												
54	SELF-INITI. - OTHER INITI.												
55	SELF SOLVER - OTHER SOLVER												
56	SELF-JOINT IMPLEMENTATION							.14				.18	.16
58	INSTRUMENT - FANTASY												
59	CONT./EXPRESS-IVITY & ACCEPT./PASS.												
60	UNDER STRESS POS./NEG.	.16											
61	SELF-CONCEPT VIEW OF												
67	LIFE TOTAL										-.16		
63	SCORE	.18	.17	.18			.16		.18	.15	.14		

HYPOTHESIS 72: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion-Achievement BRS
VARIABLES: Stance x Criterion measures

		100 STANCE ACCRESSION 10	14	83 STANCE AUTHORITY 10	14	92 STANCE ANXIETY 10	14	74 STANCE IPR 10	14	65 STANCE TASK ACH. 10	14	109 STANCE TOTAL 10	14
2	ACHIEVEMENT MATH			.24							.17		
3	ACHIEVEMENT READING			.15							.14		
4	ACHIEVEMENT G.P.A.			.20	.15						.25		.16
5	BRS TASK ACHIVE.			.20									
6	BRS AUTHORITY												
7	BRS IPR		.14			-.17		.17			.14		.18
8	BRS IMPLEMENTATION			.20	.18						.14		.14
9	BRS SELF-ASSERTION				.16						.16		.18
10	BRS INITIATION			.17							.15		
11	BRS SOLVER												
12	BRS ACCRESSION			.16	.17								
13	BRS ANXIETY			.15									

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 73: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		101 ENGAGEMENT AGGRESSION		84 ENGAGEMENT AUTHORITY		93 ENGAGEMENT ANXIETY		75 ENGAGEMENT IPR		66 ENGAGEMENT TASK ACH.		110 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH										.14		
	ACHIEVEMENT												
3	READING				.15								.15
	ACHIEVEMENT												
4	G.P.A.				.15						.22		.17
	BRS												
5	TASK ACHIEVE.				.20			.14					.14
	BRS												
6	AUTHORITY												
	BRS												
7	IPR		.18					.16					.19
	BRS												
8	IMPLEMENTATION				.21			.17			.14		.17
	BRS												
9	SELF-ASSERTION				.26								.20
	BRS												
10	INITIATION							.18					
	BRS												
11	SOLVER				.24								
	BRS												
12	AGGRESSION	.16		.11									
	BRS												
13	ANXIETY				.15								

HYPOTHESIS 74: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Aid/Advice x Criterion measures

		102 AID/ADVICE AGGRESSION		85 AID/ADVICE AUTHORITY		94 AID/ADVICE ANXIETY		76 AID/ADVICE IPR		67 AID/ADVICE TASK ACH.		111 AID/ADVICE TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH										.16		
	ACHIEVEMENT												
3	READING				.14					.14	.15		.17
	ACHIEVEMENT												
4	G.P.A.				.18						.26		.20
	BRS												
5	TASK ACHIEVE.	.18			.15			.14			.14	.16	.14
	BRS												
6	AUTHORITY												
	BRS												
7	IPR		.16					.16			.17		.16
	BRS												
8	IMPLEMENTATION				.18			.17			.20	.16	.18
	BRS												
9	SELF-ASSERTION				.19						.19		.20
	BRS												
10	INITIATION							.18			.18	.15	
	BRS												
11	SOLVER				.17						.14		
	BRS												
12	AGGRESSION	.21										.14	
	BRS												
13	ANXIETY				.16							.15	

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 75: There will be a positive relationship between the criterion measures and the Sentence Completion coping style variables in the different areas of behavior

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Coping Effectiveness, Achievement

		103 COP. EFF. ACADEMIC JOB		86 COP. EFF. AUTHORITY		95 COP. EFF. ANXIETY		77 COP. EFF. IPR		68 COP. EFF. TASK ACH.		112 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH			.18							.26		.17
	ACHIEVEMENT												
3	READING				.14				.18		.23		.23
	ACHIEVEMENT												
4	G.P.A.			.19	.14				.19		.31		.24
	BRS												
5	TASK ACH.			.17	.14			.15			.24	.15	.19
	BRS												
6	AUTHORITY										.16		
	BRS												
7	IPR					-.18		.17	.17		.19		.20
	BRS												
8	IMPLEMENTATION			.19	.20			.14			.26	.16	.21
	BRS												
9	SELF-ASSERTION				.16	-.11			.15		.27		.23
	BRS												
10	INITIATION			.14	.14			.18			.27		.19
	BRS												
11	SOLVER				.14						.22		.17
	BRS												
12	AGGRESSION	.17		.14	.18						.11	.18	
	BRS												
13	ANXIETY										.15		

HYPOTHESIS 76: There will be a positive relationship between the Sentence Completion attitude measures and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS

VARIABLES: Attitude x Criterion measures

		82 ATTITUDE		91 ATTITUDE		73 ATTITUDE		64 ATTITUDE		108 ATTITUDE	
		10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT										
2	MATH										
	ACHIEVEMENT								.20		
3	READING										
	ACHIEVEMENT										
4	G.P.A.		.14	-.16					.19		
	BRS										
5	TASK ACH.								.15		
	BRS										
6	AUTHORITY										
	BRS										
7	IPR								.16		
	BRS										
8	IMPLEMENTATION								.20		.14
	BRS										
9	SELF-ASSERTION								.25		
	BRS										
10	INITIATION								.21		
	BRS										
11	SOLVER								.18		
	BRS										
12	AGGRESSION										
	BRS										
13	ANXIETY										

FIGURE 3
JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 77: There will be a positive relationship between the Sentence Completion positive affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement-BRS
VARIABLES: Sentence Positive Affect x Criterion measures

		107 POS. AFF. AGGRESSION		90 POS. AFF. AUTHORITY		99 POS. AFF. ANXIETY		81 POS. AFF. IPR		72 POS. AFF. TASK ACH.		116 POS. AFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT												
2	MATH												
	ACHIEVEMENT												
3	READING								-.18				
	ACHIEVEMENT												
4	G.P.A.												
	BRS												
5	TASK ACH.												
	BRS												
6	AUTHORITY					.16							
	BRS												
7	IPR					.19	.15				.15	.15	.21
	BRS												
8	IMPLEMENTATION												
	BRS												
9	SELF-ASSERTION					.15							
	BRS												
10	INITIATION												
	BRS												
11	SOLVER												
	BRS												
12	AGGRESSION												
	BRS												
13	ANXIETY												

HYPOTHESIS 78a: There will be a negative relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion, Achievement
VARIABLES: Sentence Hostile and Depressive Affects x Achievement

		2 ACHIEVE. MATH		3 ACHIEVE. READING		4 ACHIEVE. G.P.A.	
		10	14	10	14	10	14
	HOSTILE						
104	AGGRESSION						
	DEPRESSIVE						
105	AGGRESSION						
	HOSTILE						
87	AUTHORITY						
	DEPRESSIVE						
88	AUTHORITY						
	HOSTILE						
96	ANXIETY				-.17		
	DEPRESSIVE						
97	ANXIETY						
	HOSTILE						
78	IPR				-.19		-.18
	DEPRESSIVE						
79	IPR	.20				.22	
	HOSTILE						
69	TASK ACHIEVE.		-.14				
	DEPRESSIVE						
70	TASK ACHIEVE.						
	TOTAL						
113	HOSTILE				-.16		-.15
	TOTAL						
114	DEPRESSIVE					.14	

FIGURE 3

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 78b: There will be a positive relationship between the Sentence Completion Hostile and Depressive Affect variables and the criterion measures.

INSTRUMENTS: Sentence Completion - BRS
VARIABLES: Sentence Hostile and Depressive Affect x BRS

		5 BRS TASK ACH. 10	5 BRS TASK ACH. 14	6 BRS AUTHORITY 10	6 BRS AUTHORITY 14	7 BRS IPR 10	7 BRS IPR 14	8 BRS IMPLEMENT. 10	8 BRS IMPLEMENT. 14	9 BRS SELF-ASS'T. 10	9 BRS SELF-ASS'T. 14	10 BRS INITIATIVE 10	10 BRS INITIATIVE 14	11 BRS SOLVER 10	11 BRS SOLVER 14	12 BRS AGGRESSION 10	12 BRS AGGRESSION 14	13 BRS ANXIETY 10	13 BRS ANXIETY 14
	HOSTILE															-.14			
104	AGGRESSION																		
	DEPRESSIVE																		
105	AGGRESSION																		
	HOSTILE																		
87	AUTHORITY																		
	DEPRESSIVE																		
88	AUTHORITY																		
	HOSTILE																		
96	ANXIETY																		
	DEPRESSIVE									-.19				-.17					
97	ANXIETY																		
	HOSTILE																		
78	IPR	-.16	-.14					-.14											
	DEPRESSIVE													-.15					
79	IPR	.15																	
	HOSTILE																		
69	TASK ACH.																		
	DEPRESSIVE						-.14												
70	TASK ACH.																		
	TOTAL						-.15	-.14				-.14				-.15			
113	HOSTILE																		
	TOTAL						-.21			-.23		-.15		-.22					-.18
114	DEPRESSIVE																		

HYPOTHESIS 79: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS
VARIABLES: Stance x Criterion measures

		149 Story 3 AGGRESSION 10	149 Story 3 AGGRESSION 14	177 Story 5 AUTHORITY 10	177 Story 5 AUTHORITY 14	163 Story 4 ANXIETY 10	163 Story 4 ANXIETY 14	191 Story 6 ANXIETY 10	191 Story 6 ANXIETY 14	135 Story 2 IPR 10	135 Story 2 IPR 14	121 Story 1 A - TA 10	121 Story 1 A - TA 14	205 Story 7 KA - TA 10	205 Story 7 KA - TA 14	219 STANCE TOTAL 10	219 STANCE TOTAL 14
	ACHIEVEMENT									.19		.16			-.16	.18	-.19
2	MATH	.17															
	ACHIEVEMENT											.14				.16	
3	READING																
	ACHIEVEMENT									.15			.20		-.16		
4	G.P.A.																
	BRS																
5	TASK ACH.																
	BRS																
6	AUTHORITY			-.20													
	BRS									.15							
7	IPR			-.14			-.14										
	BRS																
8	IMPLEMENTATION			-.14													
	BRS																
9	SELF-ASSERTION																
	BRS										-.20						
10	INITIATION																
	BRS										-.22						
11	SOLVER																
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY																

FIGURE 3

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 80: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Engagement x Criterion measures

		150 Story 3 AGGRESSION		178 Story 5 AUTHORITY		164 Story 4 ANXIETY		192 Story 6 ANXIETY		136 Story 2 IPR		122 Story 1 A - IA		206 Story 7 NA - IA		220 ENGAGEMENT TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.22			-.14	-.16				-.15						.28	-.23
	ACHIEVEMENT																
3	READING	.20								-.15		-.18		.16		.26	
	ACHIEVEMENT																
4	G.P.A.									-.17	-.18				-.17	.29	-.24
	BRS																
5	TASK ACH.									-.16		-.22				.24	
	BRS																
6	AUTHORITY	.16		-.15						-.14						.21	
	BRS																
7	IPR	.14														.15	
	BRS																
8	IMPLEMENTATION			-.14						.20		-.19				.25	
	BRS																
9	SELF-ASSEPTION									-.23	-.16					.33	
	BRS																
10	INITIATION									-.17	-.17	-.17				.29	
	BRS																
11	SOLVER		-.14							-.21	-.19					.31	
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY							-.14		-.21						.19	

HYPOTHESIS 81: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Initiation x Criterion measures

		151 Story 3 AGGRESSION		179 Story 5 AUTHORITY		165 Story 4 ANXIETY		193 Story 6 ANXIETY		137 Story 2 IPR		123 Story 1 A - TA		207 Story 7 NA - TA		221 INITIATION TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.21			-.15												-.20
	ACHIEVEMENT																
3	READING	.23															
	ACHIEVEMENT										-.16						-.15
4	G.P.A.																
	BRS											-.19					
5	TASK ACH.	.14															
	BRS									-.17							
6	AUTHORITY	.17															
	BRS																
7	IPR	.14															
	BRS											-.17					
8	IMPLEMENTATION																
	BRS									-.14							
9	SELF-ASSERTION																
	BRS									-.15		-.16					
10	INITIATION																
	BRS									-.19	-.14						
11	SOLVER	.14															
	BRS																
12	AGGRESSION																
	BRS									-.19							
13	ANXIETY																

TABLE 3

MATRIX TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS #2: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Solver x Criterion measures

		153 Story 2 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.14				-.14									-.15		
	ACHIEVEMENT																
3	READING	.19								-.15							
	ACHIEVEMENT																
4	G.P.A.	.20									-.15				-.15		
	BRS																
5	TASK ACH.					-.19						-.20				-.14	
	BRS																
6	AUTHORITY			-.15							-.17					-.19	
	BRS																
7	IPR		.15														
	BRS																
8	IMPLEMENTATION					-.15						-.18				-.19	
	BRS																
9	SELF-ASSERTION					-.18				-.19						-.17	
	BRS																
10	INITIATION					-.21				-.15		-.18				-.20	
	BRS																
11	SOLVER					-.17				-.26						-.18	
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY					-.19				-.21						-.20	

HYPOTHESIS 83: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Solver x Criterion measures

		153 Story 2 AGGRESSION		181 Story 5 AUTHORITY		167 Story 4 ANXIETY		195 Story 6 ANXIETY		139 Story 2 IPR		125 Story 1 A - TA		209 Story 7 NA - TA		223 SOLVER TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.14				-.14									-.15		
	ACHIEVEMENT																
3	READING	.19								-.15							
	ACHIEVEMENT																
4	G.P.A.	.20									-.15				-.15		
	BRS																
5	TASK ACH.					-.19						-.20				-.14	
	BRS																
6	AUTHORITY			-.15							-.17					-.19	
	BRS																
7	IPR		.15														
	BRS																
8	IMPLEMENTATION					-.15						-.18				-.19	
	BRS																
9	SELF-ASSERTION					-.18				-.19						-.17	
	BRS																
10	INITIATION					-.21				-.15		-.18				-.20	
	BRS																
11	SOLVER					-.17				-.26						-.18	
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY					-.19				-.21						-.20	

FIGURE 3

JAPAN (ABILITY OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 84: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Implementation x Criterion measures

		154 Story 3 AGGRESSION		182 Story 5 AUTHORITY		168 Story 4 ANXIETY		196 Story 6 ANXIETY		140 Story 2 IPR		126 Story 1 A - TA		210 Story 7 NA - TA		224 IMPLEMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.14			-.15	-.23					-.17						
	ACHIEVEMENT																
3	READING	.16									-.23			.17			
	ACHIEVEMENT																
4	G.P.A.	.17				-.17				-.14	-.24						
	BRS																
5	TASK ACHIEVE.					-.20					-.14	-.19					
	BRS																
6	AUTHORITY									-.15	-.18					-.14	
	BRS																
7	IPR		.16														
	BRS																
8	IMPLEMENTATION					-.16			.14			-.17				-.16	
	BRS																
9	SELF-ASSERTION					-.18				-.18	-.20					-.14	
	BRS																
10	INITIATION					-.18					-.19	-.17				-.17	
	BRS																
11	SOLVER					-.20				-.24	-.20					-.16	
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY					-.20										-.16	

HYPOTHESIS 85: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Outcome x Criterion measures

		155 Story 3 AGGRESSION		183 Story 5 AUTHORITY		169 Story 4 ANXIETY		197 Story 6 ANXIETY		141 Story 2 IPR		127 Story 1 A - TA		211 Story 7 NA - TA		225 OUTCOME TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH			.16													
	ACHIEVEMENT																
3	READING		.14	.16									.14				
	ACHIEVEMENT																
4	G.P.A.														-.14		
	BRS																
5	TASK ACHIEVE.			.14		-.15						-.19					
	BRS																
6	AUTHORITY													-.17			
	BRS																
7	IPR		.15														
	BRS																
8	IMPLEMENTATION											-.22				-.14	
	BRS																
9	SELF-ASSERTION					-.16											
	BRS																
10	INITIATION					-.15						-.16					
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION											-.19				-.17	
	BRS																
13	ANXIETY							-.15									

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 86: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Evaluation of Outcome x Criterion

		156 Story 3 AGGRESSION		166 Story 5 AUTHORITY		170 Story 4 ANXIETY		198 Story 6 ANXIETY		142 Story 2 IPR		128 Story 1 A - TA		212 Story 7 NA - TA		226 EVAL. OUTC. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH									.13							
	ACHIEVEMENT																
3	READING		.15														
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACH.									.16							
	BRS																
6	AUTHORITY								.16								
	BRS																
7	IPR									.17							
	BRS																
8	IMPLEMENTATION									.16							
	BRS																
9	SELF-ASSERTION			.15						.23	.14						
	BRS																
10	INITIATION									.16							
	BRS																
11	SOLVER									.15	.14						
	BRS																
12	AGGRESSION					-.15											
	BRS																
13	ANXIETY			.15							.19						

HYPOTHESIS 87: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Coping Effectiveness x Criterion measures

		157 Story 3 AGGRESSION		185 Story 5 AUTHORITY		171 Story 4 ANXIETY		199 Story 6 ANXIETY		143 Story 2 IPR		129 Story 1 A - TA		213 Story 7 NA - TA		227 COP. EFF. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.25													-.15		-.21
	ACHIEVEMENT																
3	READING	.25															
	ACHIEVEMENT																
4	G.P.A.	.16	-.14								-.15		.14		-.16		-.14
	BRS																
5	TASK ACHIEVE.	.16										-.16					
	BRS																
6	AUTHORITY	.15		-.18													
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION											-.14					
	BRS																
9	SELF-ASSERTION									-.16							
	BRS																
10	INITIATION									-.14	-.14						
	BRS																
11	SOLVER									-.21	-.19						
	BRS																
12	AGGRESSION																
	BRS																
13	ANXIETY									-.17							

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 88: There will be a positive relationship between the criterion measures and the Story Completion coping style dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Instrumentality x Criterion measures

		162 Story 3 AGGRESSION		190 Story 5 AUTHORITY		176 Story 4 ANXIETY		206 Story 6 ANXIETY		148 Story 2 IPR		134 Story 1 A - TA		218 Story 7 NA - TA		232 INSTRUMENT. TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH	.20															
	ACHIEVEMENT																
3	READING	.17															
	ACHIEVEMENT																
4	G.P.A.																
	BRS																
5	TASK ACH.							-.20				-.20				-.17	
	BRS																
6	AUTHORITY	.16					.16							-.14			
	BRS																
7	IPR						.16										
	BRS																
8	IMPLEMENTATION							-.21				-.18				-.20	
	BRS																
9	SELF-ASSERTION						.16	-.20								-.17	
	BRS																
10	INITIATION							-.20				-.15					
	BRS																
11	SOLVER						.15	-.18								-.16	
	BRS																
12	AGGRESSION									-.14				.15			
	BRS																
13	ANXIETY		-.14					-.18									

HYPOTHESIS 89: There will be a positive relationship between the criterion measures and the Story Completion positive affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Positive Affect Hero x Criterion

		159 Story 3 AGGRESSION		187 Story 5 AUTHORITY		173 Story 4 ANXIETY		201 Story 6 ANXIETY		145 Story 2 IPR		131 Story 1 A - TA		215 Story 7 NA - TA		229 POS.AF.HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT																
2	MATH									.17					.18	.17	
	ACHIEVEMENT																
3	READING		.15							.14		.16					
	ACHIEVEMENT																
4	G.P.A.		.15							.20						.14	
	BRS																
5	TASK ACHIEVE.																
	BRS																
6	AUTHORITY								.19		.15						
	BRS																
7	IPR																
	BRS																
8	IMPLEMENTATION																
	BRS																
9	SELF-ASSERTION																
	BRS																
10	INITIATION																
	BRS																
11	SOLVER																
	BRS																
12	AGGRESSION													.15			
	BRS																
13	ANXIETY								.17	.18							

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 90: There will be a negative relationship between the criterion measures and the Story Completion negative affect dimensions.

INSTRUMENTS: Story Completion, Achievement-BRS

VARIABLES: Negative Affect Hero, Criterion measures

		160 Story 3 AGGRESSION		188 Story 5 AUTHORITY		174 Story 4 ANXIETY		202 Story 6 ANXIETY		146 Story 2 IPR		132 Story 1 A - IA		216 Story 7 SA - IA		230 NEG. AF. HERO TOTAL	
		10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14
	ACHIEVEMENT								.17	.17			.17			.18	.16
2	MATH ACHIEVEMENT									.14		.22			-.18	.18	
3	READING ACHIEVEMENT								.17	.20					-.15	.17	
4	G.P.A. BRS																
5	TASK ACH. BRS																
6	AUTHORITY BRS																
7	IPR BRS									.11							
8	IMPLEMENTATION BRS								.18							.14	
9	SELF-ASSERTION BRS							.20								.17	
10	INITIATION BRS								.20								
11	SOLVER BRS	.14						.15								.21	
12	AGGRESSION BRS								.21					-.15			
13	ANXIETY									.18						.14	

HYPOTHESIS 92: There will be a positive relationship among the Parent/Child Interaction items of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction Variables

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
117	SELF-CONCEPT					.71	.78	.62	.69
118	PARENT/CHILD INTERACTION					.42	.37	.48	.43
119	MOTHER INTERACTION	.71	.78	.42	.37			.32	.46
120	FATHER INTERACTION	.62	.69	.48	.43	.32	.46		

HYPOTHESIS 93: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion Instrument.

INSTRUMENTS: Sentence Completion

VARIABLES: Sentence Completion Parent/Child Interaction variables and remainder of the Sentence Completion items

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
82	AUTHORITY ATTITUDE	.19						.18	
83	AUTHORITY STANCE								
84	AUTHORITY ENGAGEMENT								
85	AUTHORITY AID/ADVICE								
86	AUTHORITY COPING EFF.								
90	AUTHORITY POS. AFFECT								

HYPOTHESIS 94: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Authority Hostile and Depressive Affect measures.

INSTRUMENTS: Sentence Completion

VARIABLES: Parent/Child Interaction items and Authority Hostile and Depressive Affect measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
87	AUTHORITY HOSTILE AFF.								
88	AUTHORITY DEPRESSIVE AFF.								

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 95: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures of the Sentence Completion instrument.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Attitude, Coping Style, Coping Effectiveness, and Positive Affect measures

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
108	TOTAL ATTITUDE	.17		.18		.18		.17	
109	TOTAL STANCE	.16							
110	TOTAL ENGAGEMENT	.18						.15	
111	TOTAL AID/ADVICE	.15							
112	TOTAL COPING EFF.	.20							
116	TOTAL POS.AFFECT								

HYPOTHESIS 96: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and both the Total Hostile and Total Depressive Affect measures of the Sentence Completion.

INSTRUMENTS: Sentence Completion
VARIABLES: Parent/Child Interaction items and Total Hostile and Total Depressive Affect measures

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
113	TOTAL HOSTILE AFF.								
114	TOTAL DEPRESSIVE AFF.								

HYPOTHESIS 97: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations.

INSTRUMENTS: Story Completion and Sentence Completion
VARIABLES: Parent Child Interaction of Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale Scores from Story Five concerning Authority relations

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
177	STORY FIVE STANCE								
178	ENGAGEMENT								
179	INITIATION								
180	AID/ADVICE								
181	SOLVER								
182	IMPLEMENTATION								
183	OUTCOME EVALUATION								
184	OF OUTCOME COPING								
185	EFFECTIVENESS RESPONSE								
186	LENGTH POSITIVE							-.14	
187	AFFECT HERO				-.15				
190	INSTRUMENTALITY			-.25				-.19	

HYPOTHESIS 98: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from Story Five concerning Authority relations.

INSTRUMENTS: Sentence and Story Completion
VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from Story Five concerning Authority relations

		117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
188	STORY FIVE NEGATIVE AFFECT HERO								

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 99a: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Four

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY FOUR	10	14	10	14	10	14	10	14
	ANXIETY								
163	STANCE								
164	ENGAGEMENT			-.16					
165	INITIATION								
166	AID/ADVICE					-.18			
167	SOLVER								
168	IMPLEMENTATION				.15				
169	OUTCOME EVALUATION								
170	OF OUTCOME								
171	COPING EFFECTIVENESS								
172	RESPONSE LENGTH	-.21				-.20		-.16	
173	POSITIVE AFFECT HERO			.15					
176	INSTRUMENTALITY								

HYPOTHESIS 99b: There will be a positive relationship between the Parent/Child Interaction scores of the Sentence Completion and Coping Style, Coping Effectiveness, and Positive Affect Scale scores from Story Six, since (though classified as anxiety story), it concerns parental relations.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Coping Style, Coping Effectiveness, and Positive Affect scale scores from Story Six

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	STORY SIX	10	14	10	14	10	14	10	14
	ANXIETY								
191	STANCE								
192	ENGAGEMENT								
193	INITIATION								
194	AID/ADVICE								
195	SOLVER				.16				
196	IMPLEMENTATION				.16				
197	OUTCOME EVALUATION				.15				
198	OF OUTCOME					-.16			
199	COPING EFFECTIVENESS								
200	RESPONSE LENGTH	-.23				-.22		-.23	
201	POSITIVE AFFECT HERO								
204	INSTRUMENTALITY								

HYPOTHESIS 100: There will be a negative relationship between the Parent/Child Interaction scores of the Sentence Completion and the Negative Affect measures from both Stories Four and Six.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction scores of Sentence and Negative Affect measures from both Stories Four and Six

		117 SELF-CONCEPT		118 PARENT CHILD INT.		119 MOTHER INTERACT.		120 FACHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY FOUR								
174	NEGATIVE AFF.								
	STORY SIX								
202	NEGATIVE AFF.	-.16							

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 101: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Scores for Coping Style, Coping Effectiveness, and Positive Affect from Story Completion

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTALS								
219	STANCE		.14				.21		
220	ENGAGEMENT						.16		
221	INITIATION								
222	AID/ADVICE								
223	SOLVER				.15				
224	IMPLEMENTATION				.14				
225	OUTCOME EVALUATION				.20				
226	OF OUTCOME COPING								
227	EFFECTIVENESS RESPONSE						.18		
228	LENGTH POSITIVE	-.20				-.22		-.18	
229	AFFECT HERO NEGATIVE						.15		
232	INSTRUMENTALITY						.15		

HYPOTHESIS 102: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Total Score for Negative Affect from the Story Completion.

INSTRUMENTS: Sentence Completion and Story Completion

VARIABLES: Parent/Child Interaction items of Sentence and Total Negative Affect from Story

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	STORY TOTAL NEGATIVE								
230	AFFECT HERO								

HYPOTHESIS 103: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the "Good Coping" score for the Authority area as well as the total "Good Coping" score.

INSTRUMENTS: Sentence Completion and Social Attitudes Inventory

VARIABLES: Parent/Child Interaction items of Sentence and SAI Good Coping - Authority area - as well as Total SAI Good Coping

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
	SAI								
38	AUTHORITY								
	SAI TOTAL								
42	SCORE								

HYPOTHESIS 104: There will be a positive relationship between the Father Child Interaction item from the Sentence Completion and the Occupational Value: "Follow Father".

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Father/Child Interaction from Sentence and Occupational Value - Follow Father

		120 FATHER INTERACT.	
		10	14
	OCC. VALUE FOLLOW		
28	FATHER	.26	

FIGURE 3

JAPAN TABLES OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 105: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Intrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inventory

VARIABLES: Parent/Child Interaction items of Sentence and Intrinsic Occupational Values

	OCCUPATIONAL VALUES INVENTORY	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
14	ALTRUISM								
15	ESTHETICS	-.17							
16	INDEPENDENCE		-.26						-.22
17	MANAGEMENT								
19	SELF-SATISFACTION		-.14						
20	INTELLECTUAL STIMULATION	-.14							
21	CREATIVITY								
27	VARIETY								
29	TOTAL INTRINSIC	-.27				-.21		-.17	

HYPOTHESIS 106: There will be a negative relationship between the Parent/Child Interaction items of the Sentence Completion and the Extrinsic Occupational Values.

INSTRUMENTS: Sentence Completion and Occupational Values Inv.

VARIABLES: Parent/Child Interaction items of Sentence and Extrinsic Occupational Values

	OCC. VALUES INV. EXTRINSIC	117 SELF-CONCEPT 10	117 SELF-CONCEPT 14	118 PARENT/CHILD INT. 10	118 PARENT/CHILD INT. 14	119 MOTHER INTERACT. 10	119 MOTHER INTERACT. 14	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
18	SUCCESS								
22	SECURITY	.22				.20		.15	
23	PRESTIGE								
24	ECONOMIC RETURNS								
25	SURROUNDINGS								
26	ASSOCIATES								
28	FOLLOW FATHER	.24				.16		.26	
30	TOTAL EXTRINSIC	.27				.21		.17	

HYPOTHESIS 107: There will be a negative relationship between the Father/Child Interaction item from the Sentence Completion and the discrepancy score between the Father's Occupational and the Child's Aspiration.

INSTRUMENTS: Sentence Completion and Occupational Interest Inv.

VARIABLES: Father Child Interaction of Sentence and Father's Occupation-Child Aspiration

	OCC. INT. INV.	120 FATHER INTERACT. 10	120 FATHER INTERACT. 14
	FATHER'S OCC.		
55	CHILD'S ASP.		.15

FIGURE 3

JAPAN TABLE OF SIGNIFICANT CORRELATIONS - STAGE III

HYPOTHESIS 108: There will be a positive correlation between the Parent/Child Interaction items from the Sentence Completion and all Views of Life subscales plus the Total Scores.

INSTRUMENTS: Sentence Completion and Views of Life

VARIABLES: Parent/Child Interaction items from Sentence and Views of Life subscales plus the Total scores

		117 SELF-CONCEPT	118 PARENT/CHILD INT.	119 MOTHER INTERACT.	120 FATHER INTERACT.
	VIEWS OF LIFE	14	14	14	14
43	LOCUS OF CONTROL ACADEMIC				
44	LOCUS OF CONT. ACTION -				
45	INACTION IMMEDIATE -				
46	DELAYED RATE OF				
47	ACTION INTRINSIC -				
48	EXTRINSIC TASK ACH. -				
49	IPR COMPETITION -				-.14
50	CO-OPERATION INDEPENDENT -				
51	INTERDEPENDENT EARNED STATUS				
52	BESTOWED STATUS CONFRONT -				
53	AVOID SELF-INITI.				
54	OTHER INTI. SELF SOLVER				
55	OTHER SOLVER SELF-JOINT				
56	IMPLEMENTATION INSTRUMENT -				
58	FANTASY CONT./ESPRESS-				
59	IVITY & ACCEPT. ACT./PASS.				
60	UNDER STRESS POS./NEG.				
61	SELF-CONCEPT VIEW OF				
62	LIFE TOTAL				
63	SCORE				

HYPOTHESIS 109: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion Instrument and the Aptitude and Achievement measures.

INSTRUMENTS: Sentence Completion and Aptitude and Achievement

VARIABLES: Parent/Child Interaction items of Sentence and Aptitude and Achievement measures

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
		10	14	10	14	10	14	10	14
1	RAVEN								
2	MATH							-.16	
3	READING GRADE				.15			-.18	
4	POINT AVERAGE							-.15	

HYPOTHESIS 110: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Authority score of the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Authority of Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	PEER BRS TOTAL POS. NOMINA.	10	14	10	14	10	14	10	14
6	AUTHORITY				.15		.16		

HYPOTHESIS 111: There will be a positive relationship between the Parent/Child Interaction items of the Sentence Completion and the Coping Style Dimension scores from the Peer BRS.

INSTRUMENTS: Sentence Completion and BRS

VARIABLES: Parent/Child Interaction items of Sentence and Coping Style dimension scores from Peer BRS

		117 SELF-CONCEPT		118 PARENT/CHILD INT.		119 MOTHER INTERACT.		120 FATHER INTERACT.	
	PEER BRS TOTAL INSTITUTIVE	10	14	10	14	10	14	10	14
8	NOM. IMPLEMENT. TOTAL POSITIVE								
10	NOM. INITIA. TOT. POSITIVE								

SECTION III

FINDINGS: INTERCOUNTRY COMPARISONS

COPING STYLES AND ACHIEVEMENT:
A CROSS-NATIONAL STUDY OF SCHOOL CHILDREN

The University of Texas at Austin

1973

FINDINGS: INTERCOUNTY COMPARISONS

INTRODUCTION

The comparison of findings from the different countries was carried out in two major ways. A four-way analysis of variance was performed on each of the measures which were comparable across countries, with the few exceptions noted below. This analysis forms the basis for a descriptive report on the children of each country, compared with those in other countries. In addition, it provides a test of the accuracy and universality of certain relationships which were projected at the outset of the study. Finally, it forms the basis for identifying those characteristics that show systematic age, status or sex differences in all or most countries: an empirical approach to the definition of "universal" characteristics of human nature, at least across the samples of urban youth in these developed nations.

The variables omitted from these comparisons were the following: the Aptitude and Achievement measures should not be directly compared, it was agreed at the outset of the study. They would be used to identify characteristics which correlate with achievement within each country; but the considerable difference in educational development among the countries made it either misleading to compare scores on a test such as the Raven; or it necessitated different tests in the achievement area. It is possible to report meaningfully on certain differences of intra-country patterns, such as differences in the relative standings of the age or status or sex groups, from one country to another.

The other instruments were identical in all countries and permitted direct comparison, with two exceptions: the Coping Effectiveness scales based on the Sentence Completion were defined a little differently in certain countries than in others; not enough to fall below a 90% level of agreement, but enough to invalidate simple comparisons of mean scores. Consequently the national samples were not compared on these scales. The situation with the Story Completion was similar, in Stage III. There was not a single, universal scale for defining Coping Effectiveness which would permit an exact quantitative comparison of national mean scores, although the national differences in defining the Coping Effectiveness scales were quite minor.

As in the Intra-Country Analysis of Variance reports, above, the mean scores of the eight countries on each variable were compared using Tukey's test for Honestly Significant Difference (H.S.D.). In reading the scores given in Figures 4 and 5, it is essential to keep in mind the "absolute" range of the scale for each variable. A country might have the lowest score, relative to other countries, but still have a mean score which was above the midpoint of the original scale. Thus, the lowest score on Engagement might still be above the theoretical midpoint defined for that scale, so that the children who had that score were portraying themselves as showing a certain degree of positive Engagement, not failing entirely to take any steps to resolve the problems.

Figure 2, in particular, should be read whenever the international comparison of Occupational Values scores in Figure 4 is interpreted. The text below attempts to point out where the international rank that a national sample scored might be misleading, because the rank given that value in comparison with the other fourteen values, within the national sample, might be considerably higher or lower. A direct comparison of the two figures will be helpful, at such points.

The mean scores or correlations in Figures 4 and 5 have all been rounded to two significant figures. Consequently, when two rows in a column in Figure 4, for example, appear to contain identical scores, but the table indicates that the scores are different, this means that the actual scores are different and that rounding only appeared to make them identical. In Figure 4, the middle rows in a column are shaded when the HSD test shows that the scores in the two extreme cells within the shaded area are not far enough apart to meet Tukey's test for a significant difference. The cells above and below the shaded area are significantly distant from each other. Thus, if rows (ranks) four and five are shaded, this means that the country scores that stood fourth and fifth in rank are not far enough apart to be significantly different; but the third- and sixth-ranked scores are significantly far apart.

On some variables, even two of the groups in the middle are significantly different. This is shown by a heavy line drawn between rows four and five or five and six.

The shaded area indicates that those countries with scores above the mid-range are significantly higher, on that variable, than the countries with scores below the shaded mid-range. It has not been feasible to show graphically whether the HSD between adjacent cells is significantly large, so only the above-below average comparison should be read from the Figure.

In this volume, the findings from the new Stage III sample are reported. The comparable measures in Stage I are then compared, showing where similar or different patterns appeared in the two samples (allowing for differences in instrumentation between the two stages). Finally, those patterns are summarized which appeared in both Stage I and Stage III, characteristics that proved to be stable across time in the two different samples of children in each country.

All interpretive comments are solely the responsibility of Robert Peck. The time limits for filing this report did not permit the exhaustive discussion and illumination of the findings by all members of the international research team which will ultimately be carried out. Consequently, all interpretive comments must be viewed with great caution and skepticism, pending much more extensive review of the findings by those in the best position to explain and apply them.

ANALYSIS OF VARIANCE OF MEANS: INDIVIDUAL COUNTRY DESCRIPTIONS

BRAZIL

Occupational Values

The children of Sao Paulo were highest of all national samples in the value they gave to musical or artistic careers. This was very similar to their second highest ranking of this value in Stage I, although in both stages this career value was given an internal ranking well below the midpoint of the "absolute" scale of importance. They were second highest of all national groups in valuing careers where they have a chance to get ahead (Success) and where they have Independence of action. This was very similar to the pattern in the Stage I sample, where their high ranking of Success gave them top standing among the countries and where Independence gave them the second place, internationally.

As in Stage I, although internally they gave high importance to Intellectual Stimulation, internationally the ranks they assigned to this value put them lowest of all national samples. They had the lowest international standing on concern for Security, and the second lowest standing on concern for Altruism. They had second lowest standing of all national samples in their concern for Variety. The only notable difference from the Stage I sample was the below-average standing given to Economic Returns, a value on which the Stage I children stood second highest, internationally.

To summarize, the value pattern of the children of Sao Paulo was very similar between the Stage I and the Stage III samples. Internationally, they gave relatively very high importance to Success and Independence. Even though they did not really select artistic careers as a dominant choice, as compared with other values, their interest in Esthetics still put them very high, internationally. They gave much less importance to Altruism, Intellectual Stimulation or Security, compared with the children from other countries. The one notable discrepancy between the two samples was the decreased emphasis on Economic Returns in Stage III, as compared with Stage I.

Occupational Interests

These children stood second highest among all national samples in their Occupational Aspiration level and highest in their Occupational Expectation level. They expressed the greatest desire for mobility above their fathers' occupational status and they stood second highest in their level of Educational Aspiration. These findings almost exactly reproduced the pattern in Stage I. As in that earlier sample, the very high absolute status level of their aspirations and expectations was probably somewhat unrealistic, at least for the half of the children from working-class origins, but they nonetheless took this very

optimistic view of their futures. As in Stage I, this sample of children also stood highest, internationally, in the level of Aspiration they report their fathers have for them. The continued, rapid economic growth of Sao Paulo between 1965 and 1969 appears to have sustained the high degree of optimism these young people have as they look forward to opportunities for career mobility.

Social Attitudes Inventory

Their self reports on this instrument put them slightly below average in coping with problems of Task Achievement, and lowest of all national samples in coping with Interpersonal Relations. In sharp contrast, however, they stood second highest of all national samples in their self-described ability to cope with problems of Aggression and Anxiety, and they were somewhat above average in their self-reported ability to cope with Authority. Averaging these quite discrepant scores in the different areas of behavior, they came out third highest of the national sample in the total score they gave themselves for Coping Effectiveness.

Although this instrument cannot be directly compared with the quite different instrument of the same name in Stage I, their relatively high standing in self-attributed ability to cope with problems in at least three areas does correspond to the top score the children in Stage I gave themselves for Active Coping and for Passive Coping.

It should be noted, in comparing all of the national samples on this instrument, that the absolute difference in mean score between the highest and the lowest national sample was very small, in most areas of behavior. The range was only from 0.9 to 1.0 in Task Achievement, 0.8 to 0.9 in Authority, 0.6 to 0.9 in Aggression (the largest range), 0.7 to 0.8 in Interpersonal Relations and 0.8 to 0.9 in Anxiety. The range of Total Scores was between 0.8 and 0.9. (All mean scores were rounded to the first decimal place, and can be read as percentages; thus, 0.8 = 80%, etc.) Thus, the children in all countries tended strongly to choose "good coping" responses to describe their behavior. This was particularly evident on the Task Achievement items, where a social desirability effect could naturally be expected in a testing program conducted through the schools. Relatively the least positive confidence was expressed in dealing with Interpersonal Relations problems, where the proportion of "good coping" responses ranged from 70 to 80 percent, with the children of Brazil standing lowest on this variable.

Views of Life

The children of Sao Paulo fell within the average range on most factors in this instrument, with the exception of a top score, internationally, for independence in Implementing a problem solution; the second highest score, internationally for exercising Emotional Control;

the third highest standing for Intrinsic motivation for action; an above average score for positive Self-Concept; and the lowest score for Immediacy of Action -- or, as it might more usefully be put, the greatest preference for taking their time in dealing with the problem. Their Total Score, across all the factors, was slightly above the international average.

Thus, these children portray themselves as intrinsically motivated, self-reliant in carrying through their attempts to resolve problems, self-assured, and all of this in a style of action that is highly practical and purposeful, in the sense that emotions are not allowed to operate in any uncontrolled way. Far from portraying themselves as happy-go-lucky, "emotional" Latins, as some stereotypes would have it, these young people of Sao Paulo portray themselves as businesslike, enterprising and result-minded.

Sentence Completion

As was true of the children in Stage I, these children took a positive attitude toward Task Achievement and reacted to such issues in a relatively unemotional way. Unlike their Stage I counterparts, however, they ranked lowest in Stance and third lowest in Engagement, of the national samples.

Their pattern of response to Interpersonal items was very similar to that of the Stage I sample. They scored above average in Attitude. Although they also had the highest score for Depressive Affect, they had the lowest scores for Hostile Affect and Neutral Affect, and a slightly below average score for Positive Affect. They had the lowest scores of all national samples on Stance, Engagement, and Aid/Advice.

Their reactions to Authority items gave them slightly above average scores for Attitude, a top score for Depressive Affect and below average scores for either Hostile Affect or Positive Affect. Unlike the children in Stage I, they showed a below average score on Stance and an average score on Engagement and the use of Aid and Advice.

In dealing with Anxiety items, they showed the third highest Attitude score, the second highest score for Neutral Affect, and low scores for Hostile Affect, Depressive Affect, and Positive Affect. This contrasts with the Stage I pattern where the Brazilian children showed a good deal of Negative Affect on the Anxiety items. As in Stage I, their coping behavior fell within the average range except for a high score for tackling problems without Aid or Advice.

They had the highest score of any national sample for expressing Depressive Affect in response to Aggression items, with the lowest score for expressing Hostile Affect and a somewhat above average score on Neutral Affect. They fell within the average range on all three elements of coping behavior in this area. The children in Stage I had been average in both affective and action scores.

On the stems describing Interaction with Parents, these children scored second lowest in the national samples, just as did the children in Stage I. They achieved average standing, however, on the items having to do separately with the attitudes they perceived their mothers and fathers to hold toward them, as they did on the Self-Concept items.

Their mean scores, summed across all five areas of behavior, gave them the highest score for Depressive Affect and a low score for Hostile Affect. The Attitude score fell within the average range. Their Stance, Engagement, and independence of Aid/Advice were the lowest of any national sample.

Considering the fact that the Sentence Completion instrument in Stage I did not prove to have significant relationships to the achievement measures in Brazil, at either age, whereas in Stage III the Sentence Completion Coping scores, for all areas except Aggression, proved to correlate significantly with the achievement criteria at both ages, it may be most reasonable to assume that the findings from the Stage III instrument may more accurately represent the true characteristics of the children of Sao Paulo. In this case, the most outstanding features of their response pattern to the Sentence Completion instrument were their unconfident self-portrayals when faced with problems of Interpersonal Relationships or Authority. While their "absolute" scores for coping with Task Achievement problems were near the midpoint on the Stance, Engagement, and Aid/Advice scales, this gave them a low ranking, internationally, in this area as well. They saw themselves performing with reasonable adequacy in dealing with Anxiety and Aggression. The other outstanding feature was the fact that when they did express Negative Affect, it was most often Depressive in nature, rather than Hostile. At the same time, they maintained a positive Attitude, even in those areas where they did not feel entirely at ease.

Story Completion

The comparisons between Stage I and Stage III should take into account that, for Brazil, the Stage III stories tended to show a slightly greater degree of significant relationship with the achievement criteria than did the Stage I story scores (see Volume VI). This generalization does not apply to the Academic Task Achievement story which was Number One in both stages. In that case, the validity of the scores actually decreased to the zero level in Stage III. There was a slight but significant increase, however, in the validity of the Interpersonal Relations story, which was Number Four in the Stage I and Number Two in the Stage III; the Aggression story, which was Number Eight in Stage I and Number Three in Stage III; and the Nonacademic Task Achievement Story, which was Number Six in Stage I and Number Seven in Stage III (the increased validity occurred at age ten, only). The remaining stories were different in Stage III and in Stage I; but comparing stories in the same behavior areas, the Stage III Authority

story (Number Five) showed slightly more positive relationship to the criteria at age ten, and somewhat more negative relationship at age fourteen, than the 0-level correlations that appeared in Stage I for Stories Two and Ten. The Anxiety Stories Four and Six in Stage III showed, respectively, the same or slightly greater validity than Story Five in Stage I. Taking account of this small but reasonably systematic difference in favor of the Stage III instrument, the findings from Stage III should probably be considered a little closer to a description of the children's actual coping behavior.

The Total Scores, across all stories, showed the children of Sao Paulo, in Stage III, in the average range on Stance and at the very top of the international array on Engagement, Initiation, and Implementation. In these respects, they were much more positive in their self-descriptions than the Stage I children had been. In both Stage I and Stage III, the children of Sao Paulo scored in the average range on Persistence (or Implementation).

The children in the Stage III sample showed the same slightly Negative Affect as in Stage I, in the sense that the Stage III sample showed a below-mean score on Positive Affect and a high-average score on Negative Affect.

On the first, Academic Task Achievement, Story, they portrayed themselves as acting with low confrontation in Stance but very high scores for Engagement, Initiation, independence of Aid/Advice, independent Solution of Problems, and independent Implementation of the solution. Since these scores turned out to have no significant relationship to their actual, objectively measured achievement, their optimistic self-portraits on this story would seem to reflect either a strong social desirability effect, a lack of realism in perceiving their own academic work habits, or both.

On the Nonacademic Task Achievement story concerning the broken toy, on the other hand, they scored either in the average range or a little above, in the case of Engagement and Implementation. Since the scores on this story showed some relationship to objective achievement in Stage III, particularly at age ten, this story may have reflected the generalized work habits of the children of Sao Paulo more accurately than the more obvious school-related problem presented in Story One. On this problem, the children's self-portrayals seemed to have been more realistic.

The mean scores for all stories were at the top of the international array for Engagement, Initiation, independence of Aid/Advice, independent Solution and independent Implementation. These Brazilian children had the third highest score, also, in the positiveness of the Outcome they portrayed. On the other hand, they had the second lowest score for their average length of story of all national samples.

Summary

The children of Sao Paulo, in both samples, showed a strong desire for successful career mobility and for independence. Moreover, they very optimistically expect to be successful in this ambition.

On the most obvious of the self-report instruments, the two forms of the Social Attitudes Inventory, they saw themselves as effective copers in Stage I, in general; but in Stage III, they reported some noticeable doubts about their ability to cope with problems of Task Achievement, and particularly with problems of Interpersonal Relations. In the other obvious self-report questionnaire, the Views of Life, the children portrayed themselves as adequate but not outstanding in their independent coping efforts. They did see themselves as self-reliant, quite unemotional and quite positive in their general self-regard.

In the somewhat less obvious data generated by the projective instruments, in particular the Sentence Completion, their uneasiness about Interpersonal Relationships and Authority came out most strongly. Furthermore, they did not rank very high, internationally, in their scores for coping with Task Achievement problems.

They tend to express positive attitudes about most aspects of the world about them, even when they do not feel entirely comfortable about their ability to deal with that world. When they revealed negative feelings, these were most often depressive in nature rather than hostile or antagonistic.

There does seem to be an overall pattern, evident in many of the instruments in both stages of the study. These young people of Sao Paulo have good feelings about life, in general. They are extremely optimistic about their chances for a large degree of career mobility in adulthood. Two or three other characteristics they display, however, raise a possibility that they may ultimately experience acute disappointment when their very high career expectations are not realized. In the first place, they do not actually demonstrate a high level of initiative of effective self-reliance in dealing with tasks, particularly in the academic area. The public view they give of their own effectiveness is appreciably higher than their demonstrated skill and persistence in solving problems, when they are less conscious of the impression their behavior is making, as in the Sentence Completion data.

While the community of Sao Paulo continues to demonstrate a remarkably rapid economic growth, thus permitting a very substantial amount of social mobility in the next generation, nonetheless it is not realistic for the total body of children, notably those from the skilled working class, to expect confidently to achieve career status at the managerial or professional level. The majority of these young Brazilians are bound to achieve occupational status which is somewhere below this very high level. Insofar as it is at all safe to infer from the attitudinal evidence, these young people seem much less likely to grow angry at

the world when they ultimately discover that their youthful aspirations are not going to be entirely fulfilled. Unlike the young people in some of the other countries, they do not show the negativistic antagonism which would be likely to fuel such a reaction in adulthood. They seem more likely to accommodate to "the facts of life" with reasonably philosophic acceptance, and with a continuing capacity to see the good sides of life.

The one area of adjustment where the children in both samples consistently reported and demonstrated an unhappy lack of skill was in their relationships with agemates. This is not to say that the majority of these children had serious problems in this realm. Rather, it could be said that a larger minority in Sao Paulo than in any other national sample both reported and displayed less-than-average skill or satisfaction in dealing with people their own age. The exact causes and manifestations of this problem would appear to deserve serious study. In particular, if these quite persistent patterns were to continue into adulthood, this would seem to foreshadow interpersonal friction in the world of work, or at least a lack of comfortable, practiced skill of the kind that is important to the efficient functioning of all institutions in a developed society.

These young people would appear to be quite openly receptive to educational and social efforts to resolve problems of this kind for they demonstrate a straightforward openness which should make it relatively easy to mobilize their interest and attention to resolve such problems.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
BRAZIL 01 - STAGE III

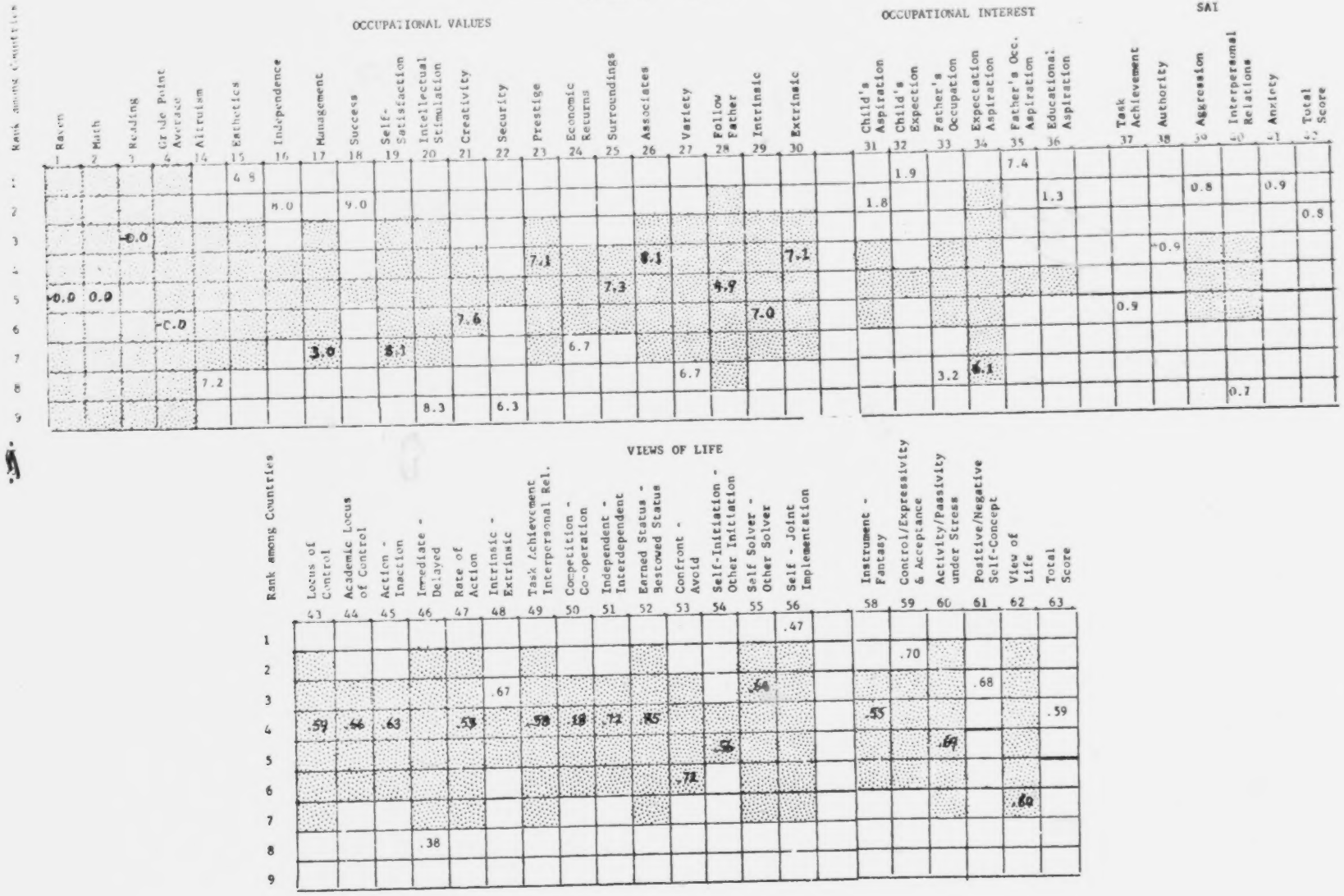
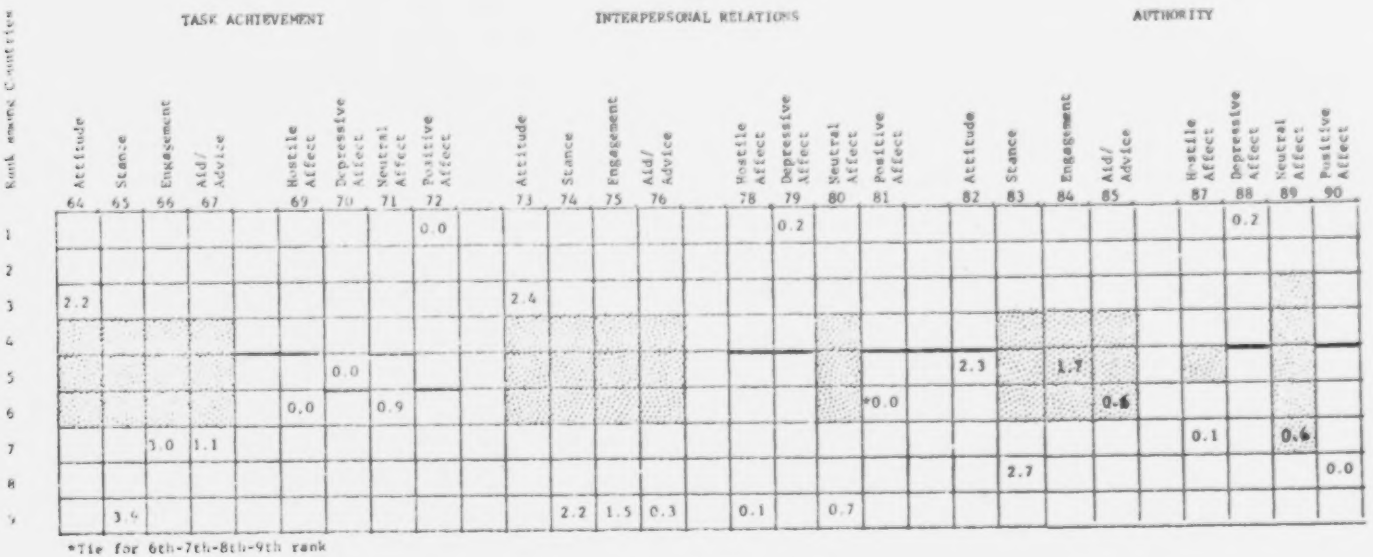


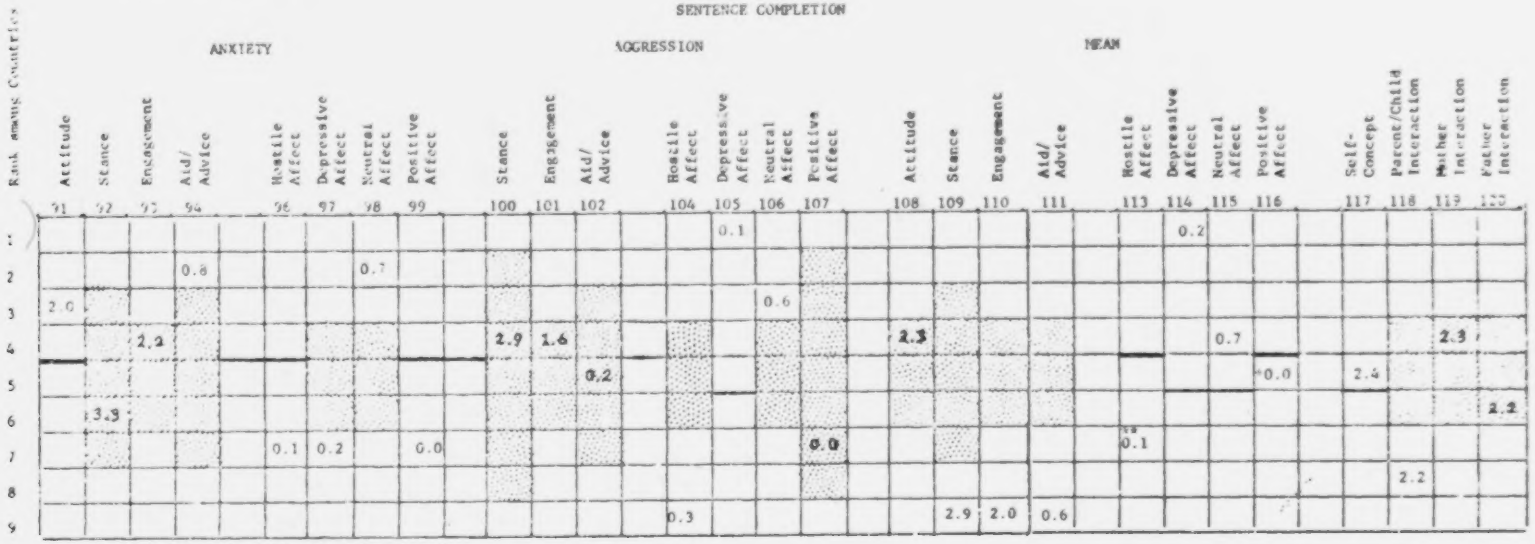
FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
BRAZIL 01 - STAGE III

SENTENCE COMPLETION


TASK ACHIEVEMENT
INTERPERSONAL RELATIONS
AUTHORITY
Rank among Countries
Attitude
Stance
Engagement
Aid/ Advice
Hostile Affect
Depressive Affect
Neutral Affect
Positive Affect
64 65 66 67 69 70 71 72 73 74 75 76 78 79 80 81 82 83 84 85 87 88 89 90
1 2 3 4 5 6 7 8 9
0.0 2.4 2.2 0.2 2.3 1.7 0.2 0.0 0.9 *0.0 0.6 0.1 0.6 0.0 3.0 1.1 2.7 3.4 2.2 1.5 0.3 0.1 0.7

*Tie for 6th-7th-8th-9th rank

SENTENCE COMPLETION


ANXIETY
AGGRESSION
MEAN
Rank among Countries
Attitude
Stance
Engagement
Aid/ Advice
Hostile Affect
Depressive Affect
Neutral Affect
Positive Affect
Self-Concept
Parent/Child Interaction
Mother Interaction
Father Interaction
91 92 93 94 96 97 98 99 100 101 102 104 105 106 107 108 109 110 111 113 114 115 116 117 118 119 120
1 2 3 4 5 6 7 8 9
0.1 0.2 0.8 0.7 0.6 2.0 2.2 2.9 1.6 2.3 0.7 *0.0 2.4 2.3 0.2 3.3 0.1 0.2 0.0 0.0 **0.1 2.2 2.2 0.3 2.9 2.0 0.6

*Tie for 5th-6th rank; **Tie for 7th-8th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
BRAZIL 01 - STAGE III

STORY COMPLETION

STORY ONE

Rank among Countries	Stance 121	Engagement 122	Initiation 123	Aid/ Advice 124	Solver 125	Implementation 126	Outcome 127	Evaluation of Outcome 128	Response Length 130	Positive Affect Hero 131	Negative Affect Hero 132	Total Affect Hero & Others 133	Instrumentality 134
1						2.5							
2		1.5	2.5	1.6	2.5			1.9					
3													
4							2.4			0.1			0.8
5													
6											0.2		
7									50.4			0.4	
8	1.6												
9													

STORY TWO

Rank among Countries	Stance 135	Engagement 136	Initiation 137	Aid/ Advice 138	Solver 139	Implementation 140	Outcome 141	Evaluation of Outcome 142	Response Length 144	Positive Affect Hero 145	Negative Affect Hero 146	Total Affect Hero & Others 147	Instrumentality 148
1		1.9	2.9		2.8	2.8							
2													
3				1.9			2.7	2.9		0.3			
4												1.0	
5	1.9										0.3		
6													1.1
7													
8									51.9				
9													

STORY COMPLETION

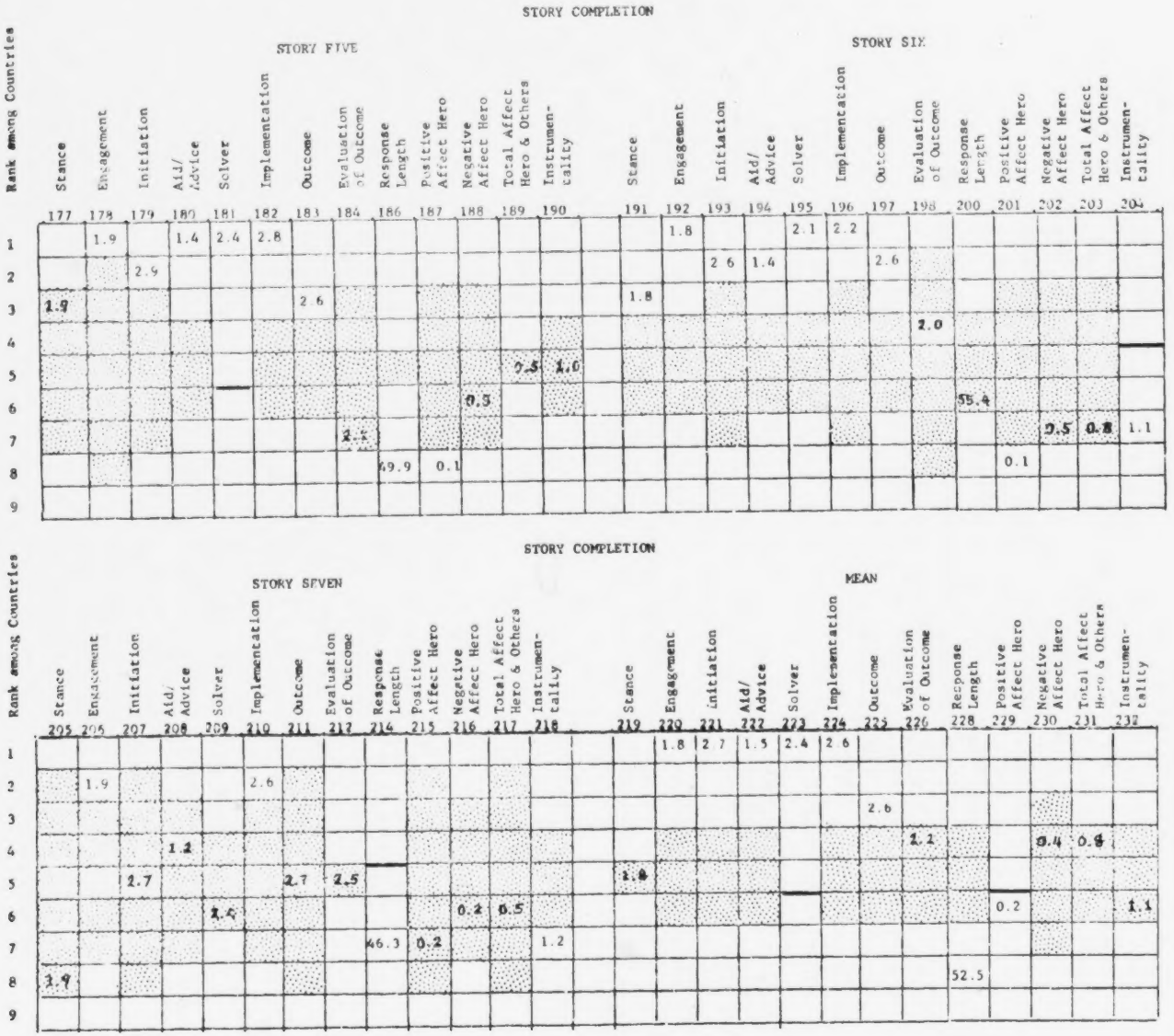
STORY THREE

Rank among Countries	Stance 149	Engagement 150	Initiation 151	Aid/ Advice 152	Solver 153	Implementation 154	Outcome 155	Evaluation of Outcome 156	Response Length 158	Positive Affect Hero 159	Negative Affect Hero 160	Total Affect Hero & Others 161	Instrumentality 162
1		1.9								0.1			1.2
2			2.7	1.6	2.3	2.4	2.6				0.7		
3	1.8							2.2				1.4	
4													
5													
6													
7									54.0				
8													
9													

STORY FOUR

Rank among Countries	Stance 163	Engagement 164	Initiation 165	Aid/ Advice 166	Solver 167	Implementation 168	Outcome 169	Evaluation of Outcome 170	Response Length 172	Positive Affect Hero 173	Negative Affect Hero 174	Total Affect Hero & Others 175	Instrumentality 176
1						2.6							
2				1.5	2.5								
3		1.9									0.6		
4												1.9	
5													
6													
7			2.8					1.9	60.0	0.1			1.2
8	1.9						2.3						
9													

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
BRAZIL 01 - STAGE III



MEXICO

Occupational Values

The Mexican children showed an extremely stable profile of values across the two samples. Indeed, on ten of the fifteen values they ranked exactly the same in Stage III as they did in Stage I. On two more, they were within one rank. There were shifts on only three values and these were quite small, except for the increased importance of Altruism among the children in the Stage III sample.

These young people in Mexico City, in Stage III, stood highest of all national groups in the values they assigned to getting ahead in their careers (Success), having Intellectually Stimulating work, having an opportunity to be Creative and desiring to Follow in their Fathers' careers. (For the working-class children, there would seem to be a certain logical contradiction between their emphasis on getting ahead and their desire to follow father.)

As in Stage I, they stood midway among the countries in the value they assigned to Self-Satisfaction, Security, Prestige and pleasant Surroundings. Their international rank was average for the importance they assigned to Management (slightly down from its position in Stage I). Similarly, they stood midway among the countries in the importance they gave to Economic Returns (slightly up from Stage I).

Exactly as in Stage I, the children in the Stage III sample had the lowest ranking of all national samples on Esthetics, Independence, the desire for pleasant Associates and the desire for Variety in their work.

Diaz-Guerrero's interpretive remarks in Volume II apply equally well to the findings from the new sample of children in Stage III. These children appear to show the same sense of the importance of close family ties while, at the same time, aspiring to considerable career mobility in kinds of work that stress the chance for originality and intellectual stimulation. Interestingly, they put little importance on being independent. This may reflect a sense of familiar comfort in working within a hierarchy of authority, just as in the Mexican family. As Diaz-Guerrero pointed out, in Mexico the strongest social ties arise and are maintained within the family. This may be the reason for the low importance placed on work associates by these children.

Occupational Interests

The children of Mexico City ranked highest of all national samples in Stage III in their Occupational Aspiration. They also ranked second highest in the level of their career Expectations and in the degree to which their Aspirations exceeded the status level of their Fathers' Occupations. At the same time, they stood only midway among the national samples in their Educational Aspiration level; although this

aspiration level was so high, everywhere, that this means most of them aspired at least to high school graduation, and many of them to college training.

This pattern is extremely similar to the pattern found in the Stage I sample in Mexico, where they stood second highest, internationally, in Occupational Aspiration and Expectation. In Stage III, their ambition to exceed fathers' occupational level rose from its average level in Stage I to an even higher level. The Stage I sample had stood somewhat below average, internationally, in Educational Aspiration; this rose to the average range in Stage III.

These children clearly regard their world as one where there are many opportunities to advance and they express strong ambition for upward mobility in their careers.

Social Attitudes Inventory

These Mexican children reported great success in dealing with all aspects of life, on this self-report inventory. They stood at the absolute top of the international ranking on all areas of behavior except Interpersonal Relationships; and even there, they stood second. All of them claimed to react to tasks with effective coping behavior, all of the time. Ninety percent of them confidently reported coping with the other kinds of problems, except for eighty percent in the realm of Interpersonal Relationships.

This finding in Stage III was somewhat in contrast to the results on the analogous, although different, instrument in Stage I. There, the Mexican children had scored within the average range, internationally, in describing their own Coping Effectiveness, whether that be Active or Passive Coping.

Views of Life

The fourteen-year-old children of Mexico City stood highest of all national samples in their sense of being able to control their own fates and second highest in feeling that their academic fortunes depended primarily on their own efforts. They also scored highest for confronting problems, for initiating action, for resorting to instrumental action rather than fantasy to deal with problems, for favoring self-control of emotions and for their confident, positive self-concept. Their decided preference for controlling emotional expressions rather than simply accepting their own feelings certainly belies the old stereotype of "Latin emotionality." In the same way, these young people's definite sense that the Locus of Control lies within their own hands is in marked contrast to the passive resignation that has characterized the folk cultures from which their ancestors came.

They ranked lowest of all national samples on the Intrinsic motivation variables,on the desire to be Independent rather than Interdependent, and in their willingness to earn status rather than have it bestowed upon them. They stood second lowest on the Competition/Cooperation variable. Their decided preference for cooperative, mutually helpful ways of attacking problems in concert with the people around them strongly corroborates Diaz-Guerrero's hypothesis about this aspect of the Mexican culture.

Their overall View of Life being somewhere between hard and easy, fell within the average range. Their Total Score for active choices among all the variables put them third highest among the national samples.

Sentence Completion

They ranked highest or second highest among the national samples in most aspects of both attitude and coping behavior, on all items except those dealing with anxiety problems. Their mean scores across all items put them at the top of the international ranking for Attitude, Stance, Engagement, and independence of Aid/Advice. This was almost a repetition of the score pattern of the Mexican children in the Stage I sample. Affectively, their overall pattern put them below average for expressing Hostile Affect, second highest for expressing Depressive Affect and third highest for Neutral Affect; they were second lowest of all samples in expressing Positive Affect. These mean affective scores are not very representative, however, for they showed a great deal of variation in their emotional reactions to different kinds of problems. For example, they reacted essentially in a neutral way to Task Achievement issues and to problems of interpersonal Aggression; although in the latter area they stood somewhat above average, also, on expressing Depressive Affect. When faced with problems of Interpersonal Relationships or relations with Authority, on the other hand, they were no more than average, internationally, for expressing Affective Neutrality and they stood second highest for expressing Depressive Affect. (These rankings must be cautiously interpreted, of course, since a sample may rank relatively higher on Depressive Affect than on Hostile Affect, internationally, while at the same time its absolute frequency of affective expressions could be higher in Hostile Affect than in Depressive Affect. This is illustrated specifically by the scores of the Mexican children on these two variables, in dealing with Aggression.)

In reacting to items that deal with Anxiety these children stood above average, internationally, for expressing both Depressive and Hostile Affect; these made up about thirty percent of their responses. It is also true, however, that their score for directly-solicited attitudinal statements put them highest of all samples, a pattern which has some internal contradictions. They scored only within the average range in Stance, Engagement, and Aid/Advice, here, in contrast to their high international standings on these variables in the other areas of

behavior. It would appear that this issue of Anxiety is relatively the least comfortable for these children to confront, although they feel quite confident of their ability to handle the other kinds of problems in life.

Even more than their above-average standing in Stage I, the Stage III children ranked highest on their Self-Concept scores and on all three variables describing interactions with parents.

Story Completion

Except for having the lowest rank on Stance, across all stories combined, the Mexican children in Stage III tended to have above average scores in most aspects of coping behavior: Engagement, Initiation, Solver, and Implementation. They were second highest in their tendency to evaluate the Outcome of coping efforts positively and they were also second highest in the Response Length of their stories. Affectively, they fell within the average range, internationally.

As in Stage I, the coping efforts they showed on this instrument were not as outstandingly positive and confident as was the case with the Sentence Completion data.

Insofar as there was a considerable increase in the significant relationships of the Story Completion to the achievement criteria in Stage III at age ten, and even some increase at age fourteen (although not all of it was positive), the Stage III findings can probably be taken as more representative of Mexican youth.

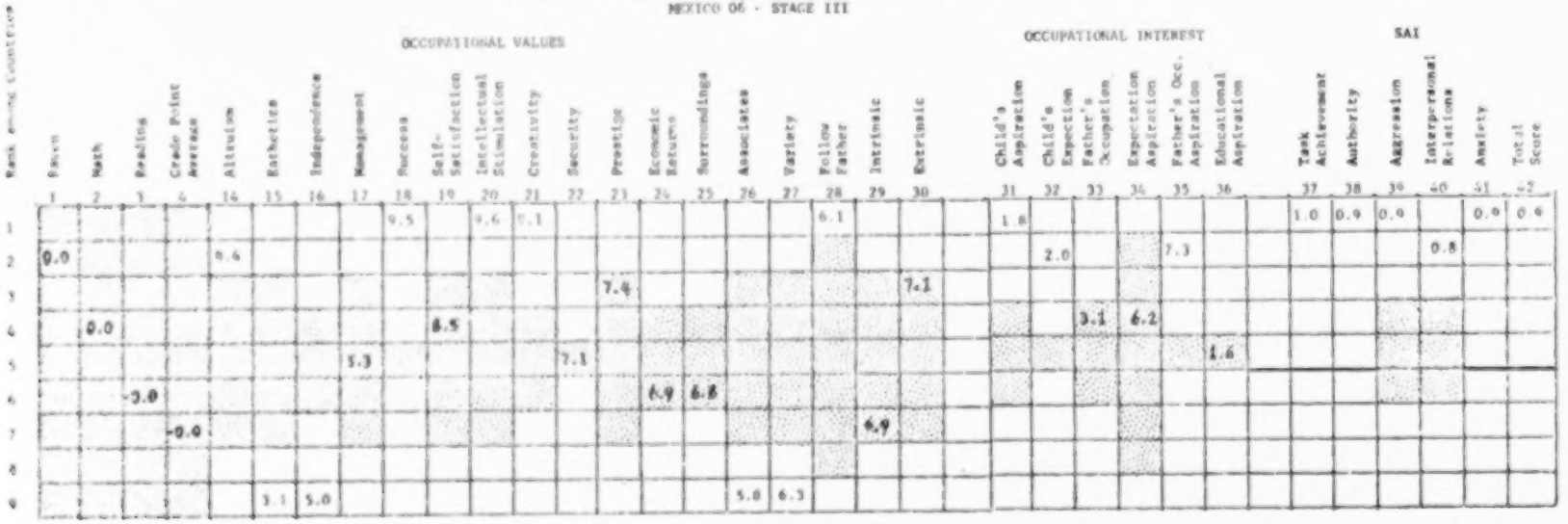
Summary

Taking the data as a whole, these young people in Mexico quite consistently have presented a picture of highly self-confident, optimistic young people who respond to problems with vigorous initiative and self-reliance. They have high ambitions for career mobility, along with a strong desire for intrinsically satisfying work which would be intellectually stimulating and give them a chance to be creatively original. Their response to various kinds of challenges tends to be practical and active. In the Views of Life, they reported their belief in the importance of controlling feelings rather than simply expressing them. This was exactly the way they did react to the items in the Sentence Completion, as well. When they did show an emotional response, it tended more often to be negative than positive, but also more often depressive than hostile. Perhaps it is logical, in view of this pattern, that they felt least comfortable in dealing with feelings of anxiety.

This pattern was consistent across both samples of children in Stage I and Stage III; it was also consistent across all instruments in Stage III, in particular. Whether or not their actual futures turn out to be as completely and happily fulfilling as these children now anticipate, they

stand out, internationally, for their optimistic, confident, active approach to life. This is not at all the picture of passive endurance or resignation to an unchangeable fate which earlier research has found typical of the folk cultures from which these children have derived at least a major part of their heritage. It seems likely, as in the case of the children of Sao Paulo, that these children come from families who actively chose to seek out the new challenges and opportunities of the rapidly developing urban society in their capital city. The explosive, continuous growth of Mexico City for more than a generation, not only in size but in economic productivity and well-being, truly has created a new world whose opportunities and rewards are much greater and more widely available than was true in the more static communities of the earlier society. This new generation of young Mexicans see themselves as aspiring entrepreneurs and they show the active coping skills which historically have brought success to people wherever expanding opportunities existed or could be created.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
MEXICO 06 - STAGE III



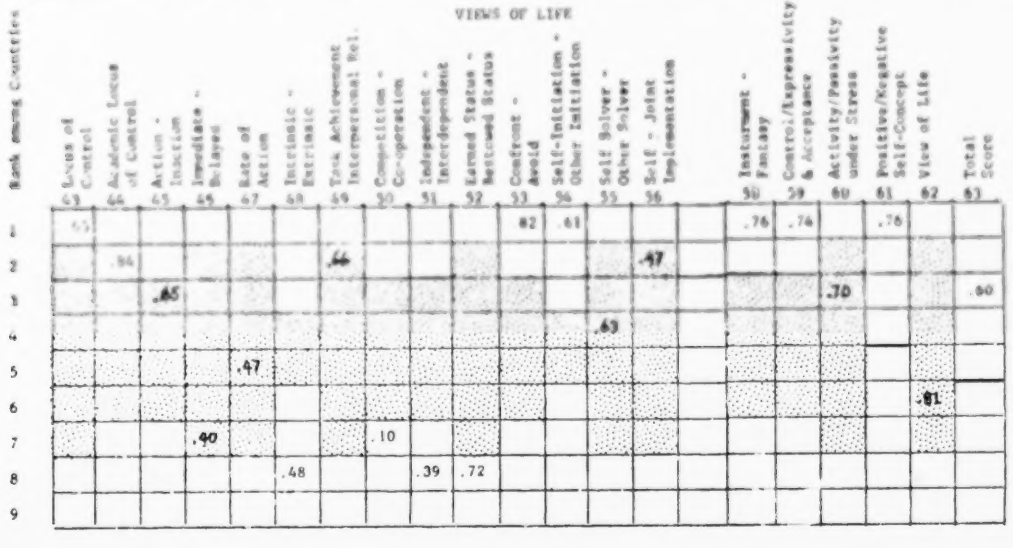
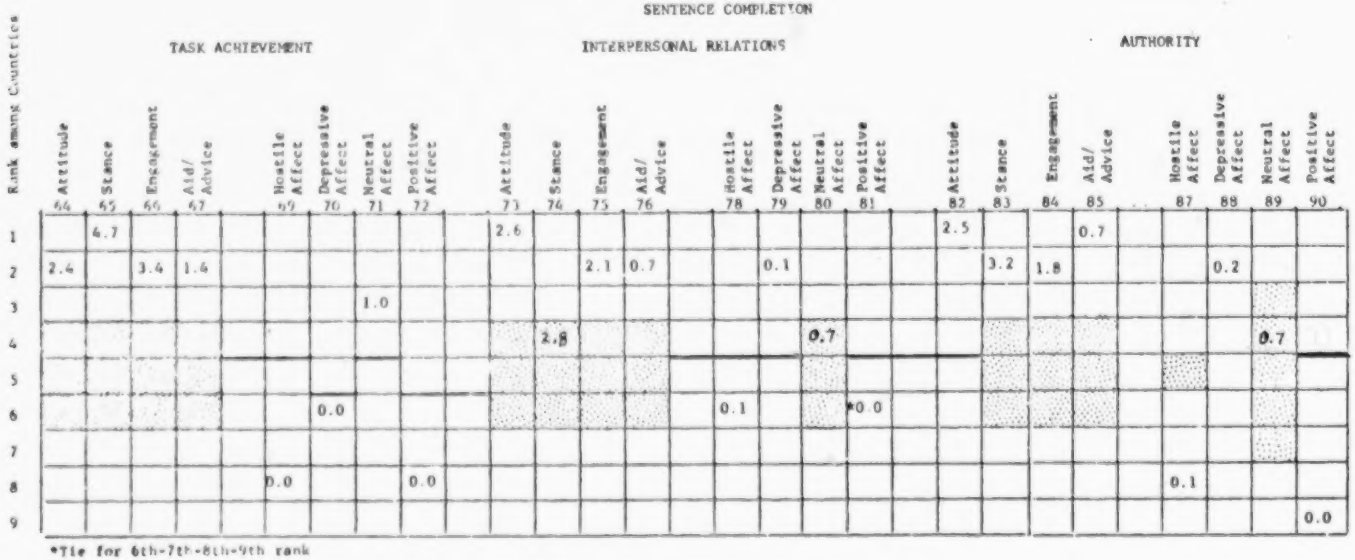


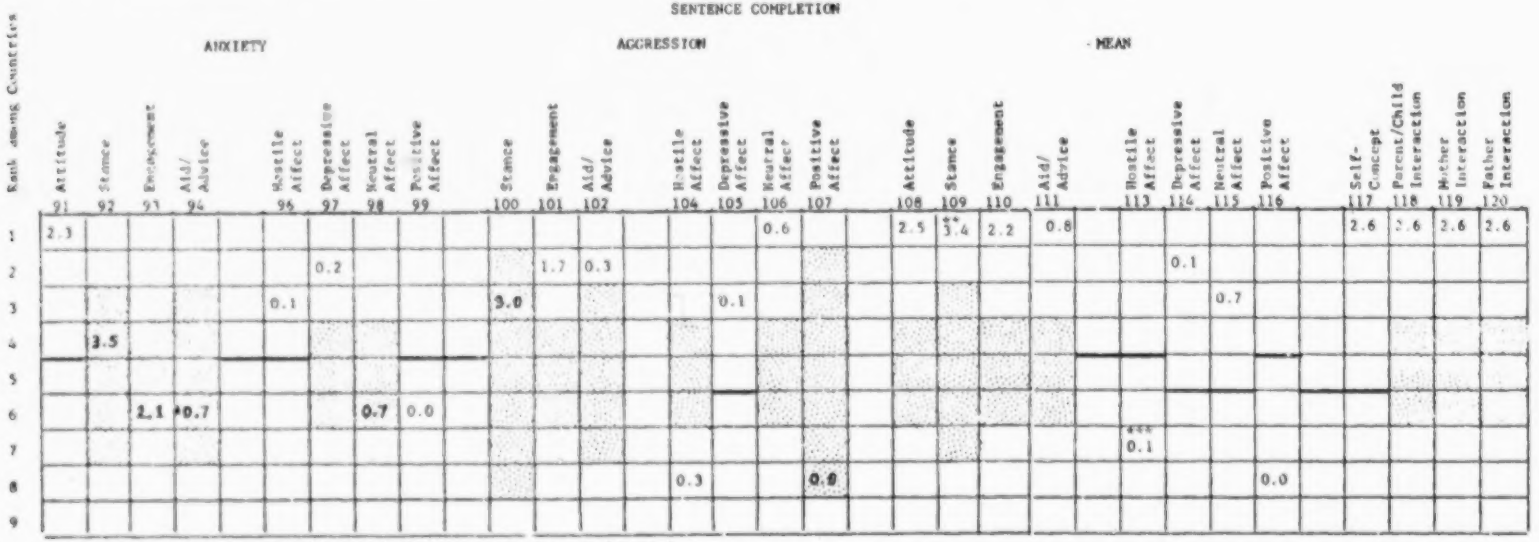
FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
MEXICO 06 - STAGE III

SENTENCE COMPLETION



*Tie for 6th-7th-8th-9th rank

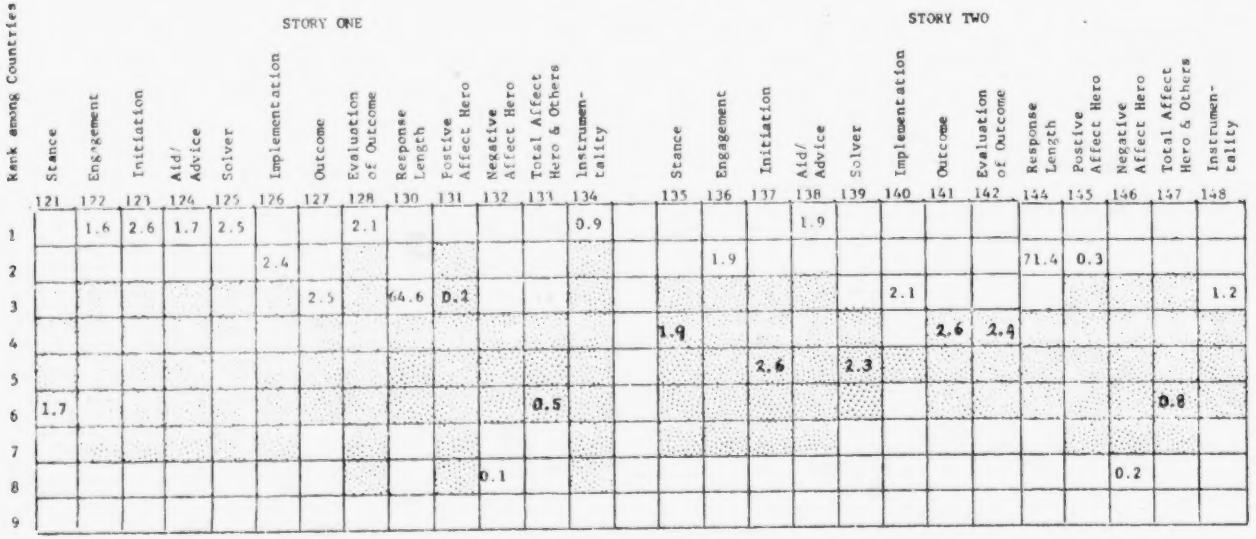
SENTENCE COMPLETION



*Tie for 6th-7th rank; **Tie for 1st-2nd rank; ***Tie for 7th-8th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
MEXICO 96 - STAGE III

STORY COMPLETION



STORY COMPLETION

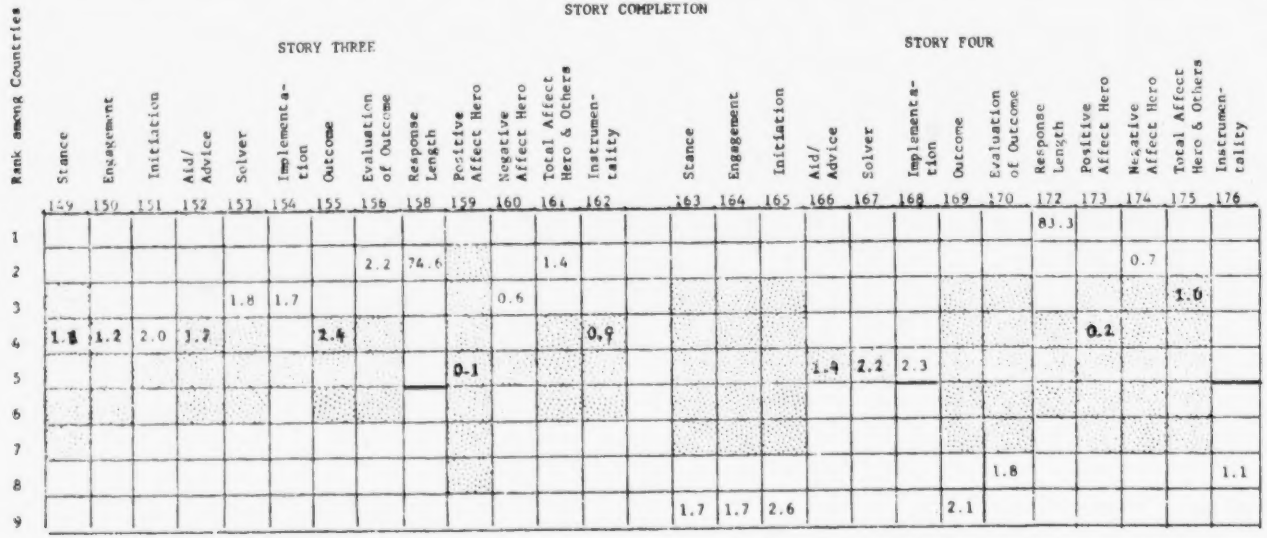
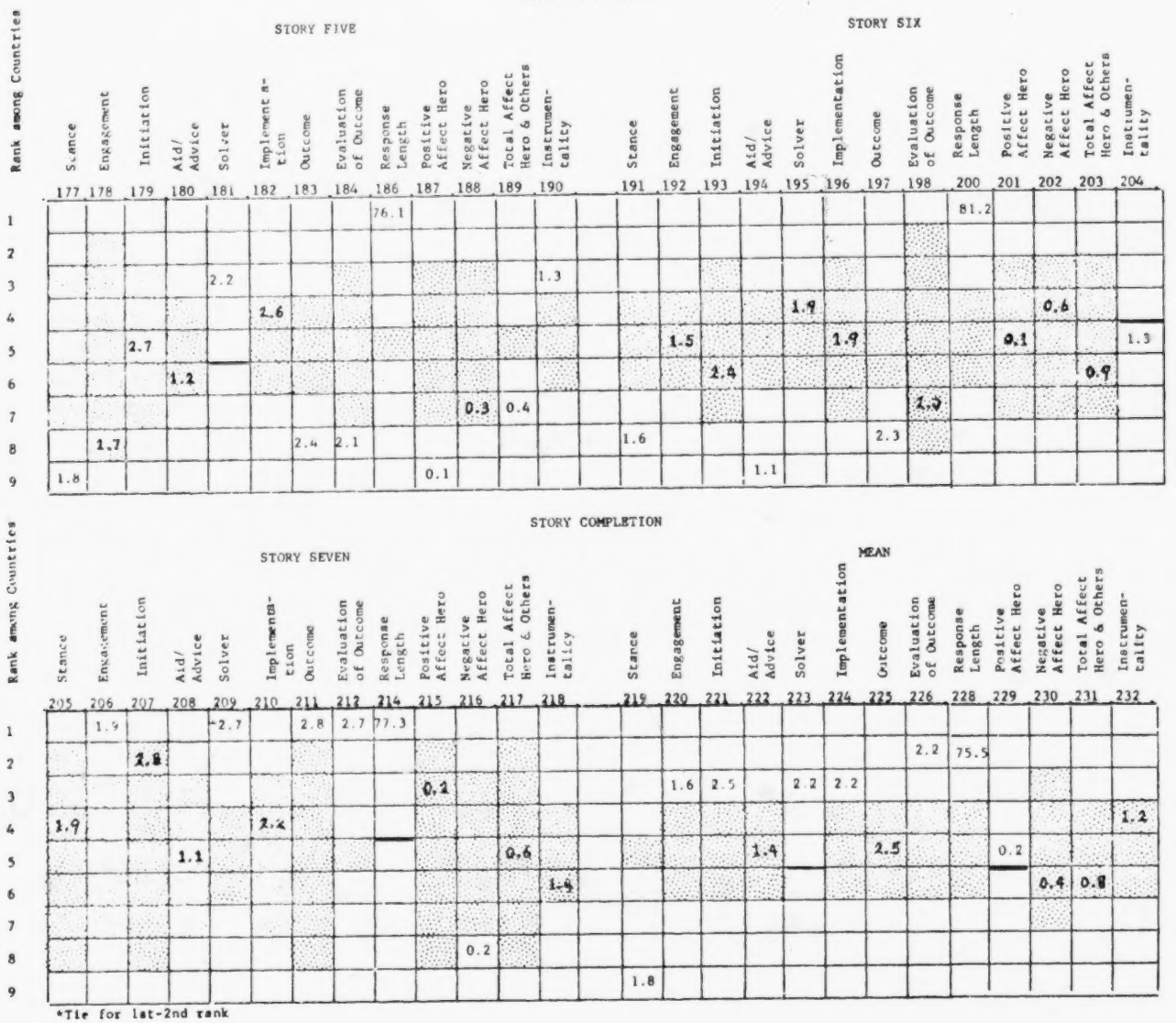


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
MEXICO 06 - STAGE III



*Tie for 1st-2nd rank

ENGLAND

Occupational Values

The children of London showed a highly stable pattern of values from Stage I to Stage III. In Stage III, they repeated their outstanding emphasis on Security, the importance of pleasant Associates and Variety. In all three of these, they again stood first among the national samples. They also gave these considerations greater than average importance in their own, internal ranking. They also stood third highest, internationally, in the importance they gave to Independence in the conduct of work, just as they had done in Stage I.

Their interest in Prestige put them at the middle of the international array, as did their interest in Following Father, although their internal ranking of the latter variable put this low on the scale, as in Stage I. While internally they gave top importance to Intellectual Stimulation, relative to the other values, the weight they gave it still put them at the bottom of the average range, internationally, at a level very similar to that in Stage I. The same was true of Altruism, where they gave it a high degree of importance, internally, but not so high as to put them any higher than the bottom of the average range, internationally.

Very much the same thing was true of Self-Satisfaction, and Creativity. While internally they gave the fourth highest relative value to Self-Satisfaction, this still put them at the bottom of the international ranking. Although they gave somewhat above average importance to Creativity, internally, internationally they stood third lowest. As in Stage I, the children in the Stage III sample stood very low, internationally, in the importance they gave to pleasant Surroundings at work.

There were very slight differences between the two stages in their ranking of Esthetic careers and Managerial Aspirations. In the former case, their international standing rose from sixth place (which was slightly below average in Stage I) to fourth place, which put them in the average range in Stage III. On Management, their rank in both stages was identical but this shifted them from slightly below average to within the middle range in Stage III.

The only two appreciable differences between the two stages occurred on Success and Economic Returns. In Stage I they had ranked first, internationally, in the importance they gave to Economic Returns. Their standing fell to fifth (in the average range) in Stage III. Similarly, although they had ranked third highest, internationally, in the weight they gave to the chance to get ahead in a career (Success), in Stage III this fell to a below average, seventh rank. This decline in the desire for career mobility and for monetary rewards from 1965 to 1968 could conceivably be due to the relative lack of economic advance in England during those years, with a consequent discouragement of such aspirations.

The specific reasons behind any shift like this would have to be investigated through additional research.

Occupational Interests

The children in Stage III showed a pattern of aspirations and expectations which was identical with that shown in Stage I. They were in the average range, internationally, in their Occupational Aspirations and Expectations. They were lowest of all national samples in their Educational Aspiration level, although the absolute value of their mean score was a little above the theoretical midpoint of the educational scale. Just as in Stage I, the children of Stage III were below average, internationally, in the degree to which they aspired to occupational levels above those of their fathers.

The interpretation of the findings in Stage I appears to apply with equal force to the identical findings in Stage III. These children of London do not seem to consider academic preparation very important to their vocational futures; at least, not as important as do the children in the other countries. Their ambitions for career mobility are modest, although they do hope to achieve a little higher status than their fathers, particularly in the working class group. Whether they should be called contented or resigned, they look forward to continuing the style of life they have known up to now.

Social Attitudes Inventory

While, like children everywhere, the majority of these English boys and girls claimed to cope effectively with the problems described in this questionnaire, that majority was smaller than in most other countries. They stood second lowest, internationally, in their scores on Task Achievement; third lowest in the areas of Authority and Aggression; below average in dealing with Anxiety; and just within the average range in dealing with Interpersonal Relations. Their total score was second lowest of all national samples. Thus, although seventy percent or more of them reported dealing effectively with this range of problems, there were more children in England than in most other countries who did not feel all this confident and effective, particularly in dealing with Tasks, Authority, and Aggression.

Views of Life

The fourteen-year-olds of London stood highest of all national samples in reporting a preference for reacting actively when under stress. They also stood above average in preferring Independent to Interdependent efforts toward solving problems.

They had the lowest scores of any national sample for general Locus of Control and for Academic Locus of Control. They also had the most extreme score, internationally, for preferring to do nothing when problems arose, rather than take Action. They ranked second lowest for Confronting problems, rather than avoiding them, and second lowest for taking Instrumental action rather than daydreaming about problems. They stood third lowest in reporting self-Initiated action to deal with problems. On the Self-Concept scale, a little less than half of the children reported feeling adequate self-assurance; this put them below average, internationally. Their Total Score for all items was second lowest of the national samples.

In general, these children of London explicitly and consciously indicated quite a strong sense that their fates are not in their own hands. They directly reported preferring to avoid action a good deal of the time and somewhat more than half of them frankly expressed doubt about their own ability to manage things effectively. When they do decide to act, they would rather act on their own than in concert with others. It should be added that a great majority of them favor obtaining status by earning it, rather than having it simply bestowed on them; this put them at the upper end of the average range, second highest internationally.

To the limited extent that these findings can be compared with the findings from the quite different instrument of that name in Stage I, the results look quite consonant. In Stage I, the children of London scored very high on Passive Coping Behavior and Actively Defensive Behavior. In general, both groups of children quite openly expressed a good many reservations about their power to act effectively.

Sentence Completion

In dealing with problems of Task Achievement these children of London displayed an average level of coping skill, internationally, in Stance, Engagement, and Aid/Advice. When asked to express their Attitude Toward Tasks, their responses were slightly on the negative side, which put them second lowest of all national samples. However, in the course of responding to the problem items, themselves, they almost always did it unemotionally. They had an above average score for Neutral Affect. What little emotion they did show tended to be of a hostile kind (they were third highest on this), not positive (below average) or depressive (second lowest, internationally). This entire pattern is almost an exact duplicate of the pattern found in the Stage I sample.

On the Interpersonal Relations items the children of London stood second lowest, internationally, on Stance, Engagement, and Aid/Advice. On the latter two scales, their mean scores were distinctly below the midpoints of the scales so that they projected an image of non-engagement, or of dealing with agemate problems only with the help or advice

of someone else. Their Attitude score, while above the theoretical midpoint, gave them third lowest rank, internationally. Their Affective reactions when dealing with interpersonal problems consisted of more than twenty percent Hostile reactions, third highest among the countries; more than ten percent Depressive reactions, which put them below the average, internationally; but also the highest frequency of Positive expressions of Affect, internationally, even though the absolute incidence was not much more than five percent.

This pattern is much less positive than the score pattern observed in the Stage I sample in London. Insofar as these Interpersonal Relationship scores proved to be considerably more closely related to the criteria in Stage III than in Stage I, it may be that the Stage III findings should be taken as a more accurate representation of London children (see Volume VI).

These children got slightly higher scores on Stance, Engagement, and Aid/Advice in dealing with Authority problems. Since such problems were not dealt with comfortably by children in most countries, this actually gave the English children the second highest score in Aid/Advice and the third highest score on Engagement, internationally. They fell below average on Stance. Their Attitude score, however, just slightly above the theoretical midpoint of the scale, made them third lowest among the national samples. As in the case of Interpersonal Relations, they showed more than twenty percent Hostile Affect and ten percent Depressive Affect in reacting to the problem items. This made them second highest for Hostile Affect and second lowest for Depressive Affect, internationally. They also stood second highest for Positive Affect, even though the frequency of this kind of response was less than five percent. Their coping style scores in Stage III were not very different from their scores in Stage I, where they had been below average on Stance and high-average on Engagement. As in Stage I, they had a much less positive Attitude than the children of most other countries. The main difference was a change from preponderantly Neutral Affect in Stage I to a situation in Stage III where they still reacted neutrally more than seventy percent of the time, but where they also showed above-average rank, internationally, in the expression of Hostile Affect. All in all, the children in both stages made it clear that they don't particularly like relating to people in Authority. Nevertheless, they handle the relationship about as well -- or no worse -- than the children in the other national samples.

In reacting to the Anxiety items, these children stood lowest of all national samples on Attitude, Engagement, and Aid/Advice; second lowest, on Stance. They stood second highest for Hostile Affect, though also third highest for Positive Affect, and second lowest on Neutral Affect. Twenty percent or more of the time they reacted with Depressive Affect, which put them at the top of the middle range, internationally. This Stage III sample dealt less effectively with these problems than the children in Stage I, who had scored below average on Engagement but

average on Stance and above average for Neutral Affect. Again, since the Stage III Anxiety scores correlated somewhat more consistently with the independent criteria than in Stage I, particularly for the ten-year-olds, these Stage III scores may be a more accurate representation of their real characteristics. Alternatively, it is certainly possible that temporal changes between 1965 and 1968 increased the anxiety (or the disruption of anxiety-coping skills) of children in London. In any case, they are ill at ease and relatively ineffective in dealing with feelings of Anxiety.

On the Aggression items, while they ranked average on Stance, internationally, they were second lowest on Engagement and Aid/Advice. Moreover, fifty percent or more of them expressed Hostile Affect in the process of responding to the problem items. This put them second highest, internationally. Conversely, they stood second lowest, internationally, in their Neutral Affect score. This affective pattern was exactly the same as that shown by the children in Stage I; and the low score on Engagement resembled the below-average standing of the Stage I children on this variable. These English children acutely dislike being treated aggressively, even more than the children in most other countries, and they do not handle it very effectively.

Their mean scores, across all behavior areas, put them second from the bottom, internationally, in Attitude, Stance, Engagement, and Aid/Advice. While their mean scores, on an absolute scale, were just slightly above average for the first two variables, on the last two they were actually appreciably toward the non-engaging and dependent ends of those scales. Their Affective response pattern, while it showed an absolute frequency of seventy percent or more Neutral Affect, actually put them below average on this variable; and they were third highest in expressing Hostile Affect, with something over twenty percent of such reactions. They were below average in expressing Depressive Affect and above average for the small number of Positive Affect responses they displayed. This pattern is closely similar to the Attitude and coping style pattern of the children in Stage I. The high score for Neutrality of Affect shown in Stage I, however, was replaced by a pattern with a good deal more expressed affect, particularly of a Hostile nature some twenty percent of the time. The traditional emotional reserve which was noted in the Stage I sample was less universal among the Stage III children, although still a dominant pattern.

These children of London, on this instrument, showed adequate ability to cope with Achievement tasks and reasonable ability to cope with Authority. In other respects, it appears that something in their life experiences rather consistently interferes with their ability to cope effectively with interpersonal relationships, particularly those involving aggressive interchanges. In addition, they neither feel confident nor act effectively to resolve experiences of strong anxiety, at least in comparison with the children in the other countries. This could merely represent a lack of self-confidence, or an unduly negative self-image. The scores on this instrument, however, particularly in

Stage III, show a good many significant relationships with the performance and behavior rating criteria, independently obtained. Their difficulties, therefore, would appear to be real ones, not just a matter of over-critical self-perceptions.

Indeed, from another piece of evidence, it would also seem that this is not just a matter of a distorted self-image. On the Self-Concept items, these children stood a little above average, internationally. Their descriptions of their relationships with parents were toward the positive side of the absolute scales, too, which put them in or near the average range, internationally, in Stage III. (This was a higher rank than the Stage I sample obtained.)

Story Completion

The mean scores on the coping style dimensions across all stories put these children above average on Stance but at the very bottom of the international rank on Engagement, Initiative, and independent Solution of Problems. They were second lowest in the ability to act without Aid/Advice or to Implement a plan on their own initiative. They were just below average in the outcomes of their stories and also in their own evaluation of those outcomes.

As Volume VI points out in more detail, however, these scores should not be taken at face value. The English children's scores on this instrument had a reasonable degree of relationship to the Achievement criteria and the Behavior Rating Scales in Stage I among the ten-year-olds, but almost none among the fourteen-year-olds. The Stage III version, which showed improved validity in a number of countries, showed very few positive relationships to the criteria at age ten and a sizeable number of negative relationships at age fourteen. To put it simply, the overt content of the stories among the fourteen-year-olds in Stage III was frequently inversely related to the actual competence the children displayed on their achievement tests. In short, many high-achieving children seemed deliberately to tell "unsuccessful" stories; whereas the "effective" stories tended to be told by the lower achievers. Consequently, in the case of these children in London, it seems unwise to take the coping style scores at face value in Stage III.

The one score which was quite positively related to the criteria in Stage III was the Response Length of the stories. On this variable, the English children had the highest score of all national samples. Putting together these several sets of internal evidence, it looks as though the English children actually cope more effectively with real problems than the picture they portray of themselves in responding to the Story Completion. Particularly at age fourteen, they seemed to be deliberately negativistic, making themselves look a good deal worse than is true. On the other hand, they may not have been conscious of the fact that the amount of effort they invested in responding to the instrument

(Response Length) could be construed as a symptom of their true approach to tasks. In this one respect, they seem to have shown their real approach to problems more accurately.

Summary

The career aspirations and values of the English children in both samples form a very clear pattern. They are primarily concerned with having pleasant associates at work, having job security, and experiencing some diverting variety in the work. These are extrinsic, hedonistic or self-protective concerns. By comparison with the children in the other countries, they give much less importance to opportunities for personal creativity, to an altruistic opportunity to help other people, or to working for the sense of self-satisfaction, even though they give all of these more than average importance in their internal ranking.

They aspire to careers which are just a little higher than the ones their fathers pursue. This gives them below average mobility aspiration, internationally. They have an average amount of ambition for occupational status, compared with the children of other countries but they have the lowest educational aspiration of all national samples. In short, they seem little inclined to make efforts to move out of the familiar occupational worlds in which they have grown up, or the life styles associated with those occupational worlds. They would rather settle for pleasant, secure jobs. Many of them do have intrinsic interests in getting satisfaction out of their work, but not as much interest as the children of other countries. Their values seem to reflect very powerfully the reported attitudes of adult English workers. Whether this acceptance of the status quo is the result of the slowing of economic growth in Britain in recent years, or whether it is a contributing factor to that slowed rate of growth, it seems inevitable that such values would tend to perpetuate a circular pattern of limited personal ambition or effort.

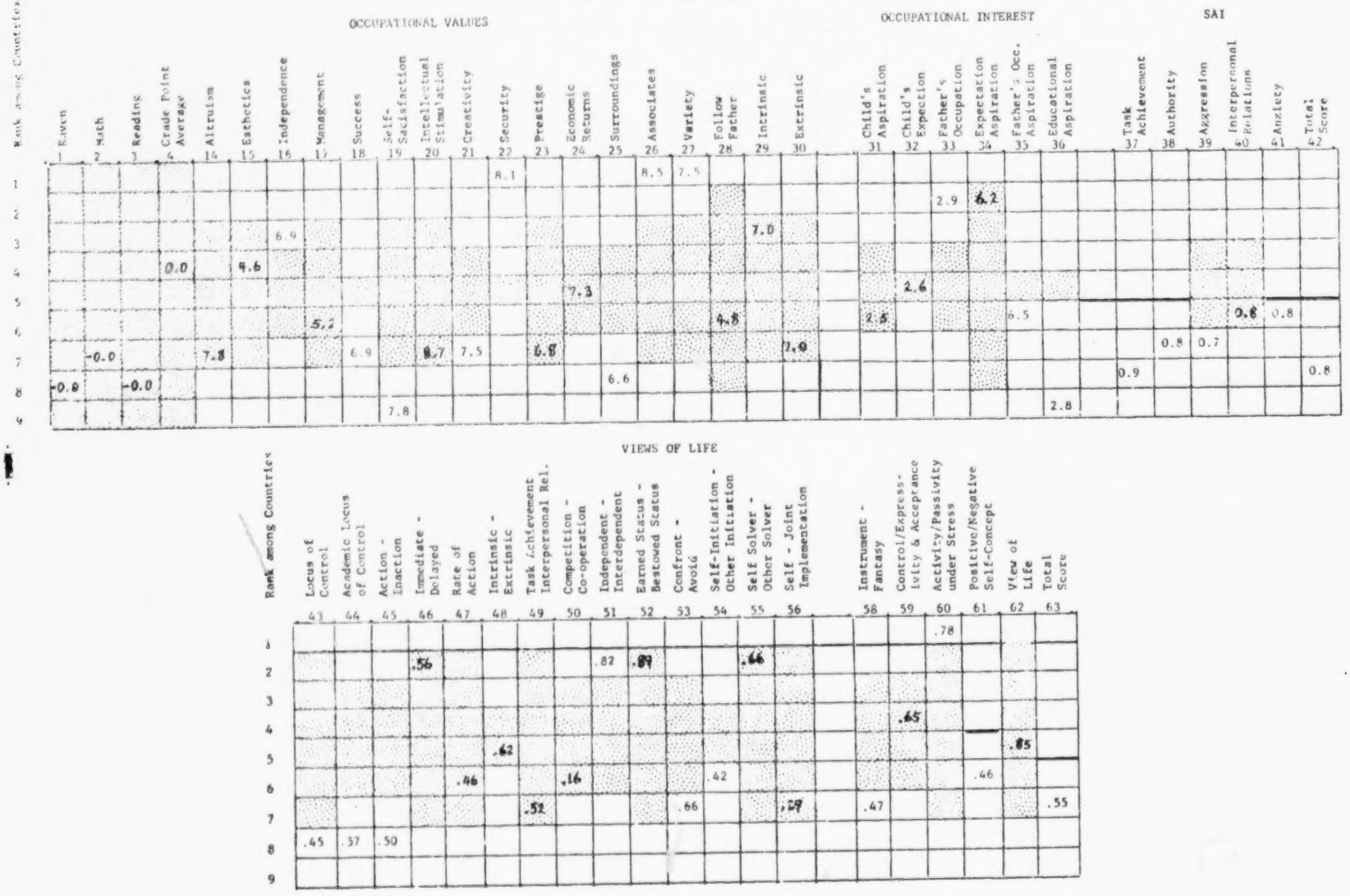
The limited motivation found in the values data is matched by the limited effort found in the Social Attitudes Inventory, the Views of Life Questionnaire and the Sentence Completion data. In the first of these instruments, which is loaded with obvious elements of social desirability, although the English children report doing all right from seventy to ninety percent of the time, this puts them very low in the international ranking. On the Views of Life, they reveal even more forcefully and frankly that they feel that control of their destinies is often out of their hands, that they avoid confronting many problems, and that their self-regard and self-confidence are less than they, themselves, consider desirable. They do report moving actively when under special stress and they prefer to take individual (solitary?) action rather than work cooperatively with others to resolve problems. Thus, when faced with quite transparent questions about the ways they prefer to act, they do not express a very high opinion of their own effectiveness.

In the Sentence Completion, where they probably are somewhat less self-conscious, they cope at an average level with problems of task achievement and authority but cope quite poorly, both in a relative and an absolute sense, with problems of interpersonal relations, aggression and anxiety. While their response to specific problems tends to be action-oriented and affectively neutral a majority of the time, this is less true of them than of the children in most of the other national samples. They are more likely than children of other countries to react with hostility, some twenty percent of the time; whereas the children of other countries, when they react negatively, are more apt to do it in a depressive style. On the occasions when they do show positive feelings, however, they exceed the international average in this respect.

Their low coping scores on the Story Completion seem almost certainly due, in substantial part, to the very negativistic reaction the fourteen-year-olds showed to this instrument. The more able the children, the worse the stories they told. (This actively negativistic attitude was by no means unique among the fourteen-year-olds in the 1968 national samples, although it had not occurred anywhere in the 1965 testing.) The one finding which is probably valid is their high standing for telling quite lengthy stories. Since this score correlated substantially with the independent achievement criteria, this suggests that these children do take tasks seriously, even when they resent them.

All in all, these children show a limited degree of enterprise and a good many different signs of self-doubt and discontent with their own coping abilities. It would appear that they are learning to deal adequately with academic tasks. They do not seem to connect this very strongly to skills which might help them advance in adult careers, however. What is more, they both feel and act somewhat helpless in interpersonal situations, particularly those which bring aggressive encounters or which otherwise arouse keen anxiety. A serious educational effort might well be focused on these extra-academic aspects of their development, in order to equip them to function more cooperatively and effectively in the adult world of work -- indeed, in all aspects of their personal relationships, marital and social as well as vocational.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ENGLAND 02 - STAGE III



VIEWS OF LIFE

Rank among Countries
Locus of Control
Academic Locus of Control
Action - Inaction
Immediate - Delayed
Rate of Action
Intrinsic - Extrinsic
Task Achievement Interpersonal Rel.
Competition - Co-operation
Independent - Interdependent
Earned Status - Bestowed Status
Confront - Avoid
Self-Initiation - Other Initiation
Self Solver - Other Solver
Self - Joint Implementation
Instrument - Fantasy
Control/Expressivity & Acceptance
Activity/Passivity under Stress
Positive/Negative Self-Concept
View of Life
Total Score
43 44 45 46 47 48 49 50 51 52 53 54 55 56 58 59 60 61 62 63
.56 .82 .89 .66 .78 .65 .85 .46 .16 .42 .52 .66 .29 .47 .55 .45 .37 .50

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ENGLAND 02 - STAGE III

SENTENCE COMPLETION

Rank among Countries	TASK ACHIEVEMENT									INTERPERSONAL RELATIONS										AUTHORITY									
	Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
	64	65	66	67		69	70	71	72		73	74	75	76		78	79	80	81		82	83	84	85		87	88	89	90
1																			*0.0										
2																							0.6		0.2			**0.0
3						0.0										0.2							1.8					0.7	
4								0.9																					
5				1.2														0.7											
6		4.1	3.1						0.0								0 1												
7											2.3										2.1	2.8							
8	1.5						0.0					2.5	1.7	0.5												0.1			
9																													

*Tie for 1st-2nd rank; **Tie for 2nd-3rd rank

SENTENCE COMPLETION

Rank among Countries	ANXIETY									AGGRESSION										MEAN											
	Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect	Self-Concept	Parent/Child Interaction	Mother Interaction	Father Interaction
	91	92	93	94		96	97	98	99		100	101	102		104	105	106	107		108	109	110	111		113	114	115	116	117	118	119	120
1																															
2						0.1									0.5																
3									0.1																0.2			0.0			
4							0.2																						2.4			
5											2.9																			2.2	2.3
6																		0.0													
7																0.0										0.1	*0.7			2.2		
8		3.2						0.6				1.4	0.2				0.5				2.1	3.1	2.0		0.6							
9	1.3		2.0	0.6																											

*Tie for 7th-8th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ENGLAND 02 - STAGE III

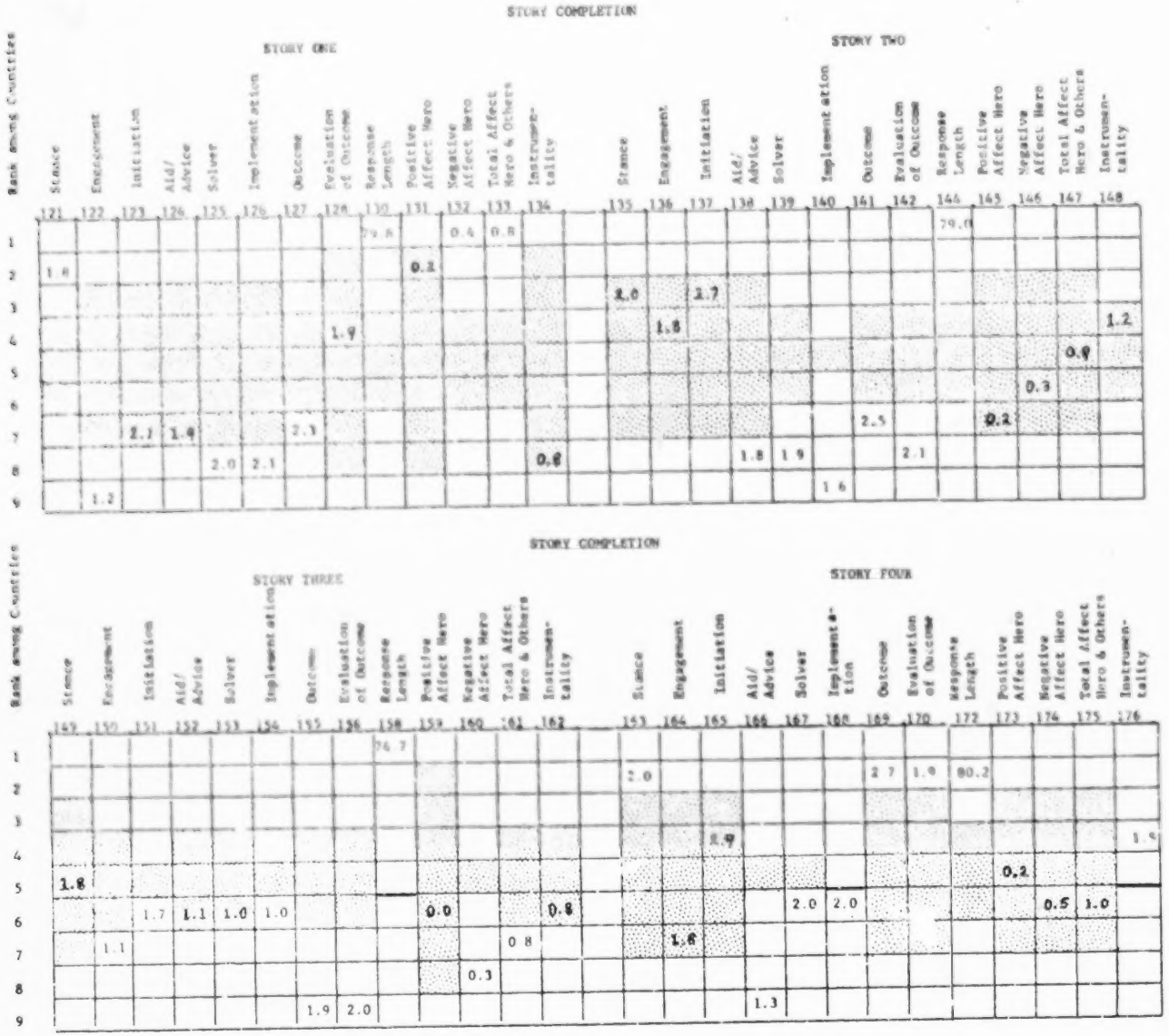
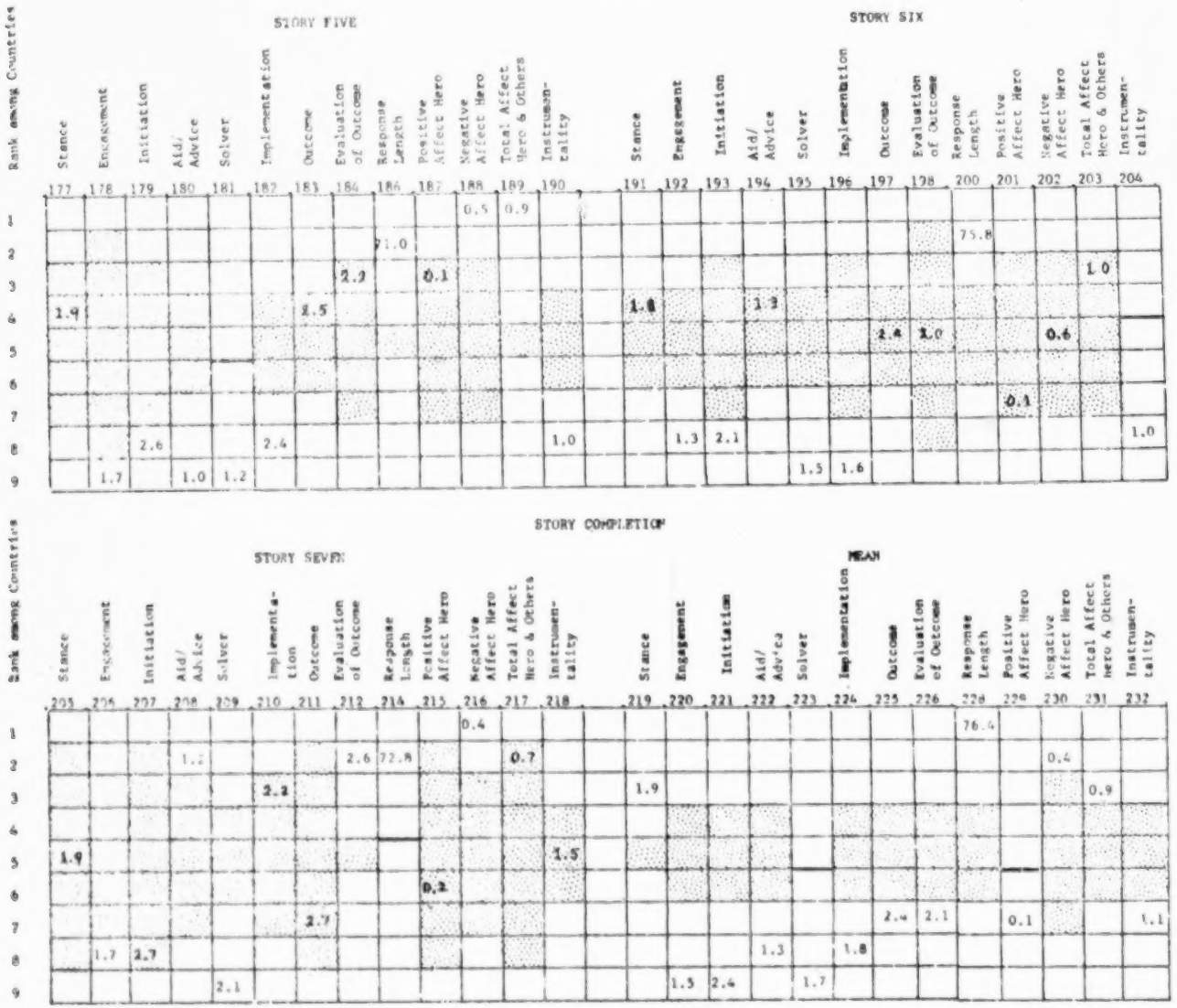


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ENGLAND 02 - STAGE III


STORY COMPLETION
STORY FIVE
STORY SIX
STORY SEVEN
MEAN
Rank among Countries
Stance
Engagement
Initiation
Aid/ Advice
Solver
Implementation
Outcome
Evaluation of Outcome
Response Length
Positive Affect Hero
Negative Affect Hero
Total Affect Hero & Others
Instrumentality
177 178 179 180 181 182 183 184 186 187 188 189 190 191 192 193 194 195 196 197 198 200 201 202 203 204
205 206 207 208 209 210 211 212 214 215 216 217 218 219 220 221 222 223 224 225 226 228 229 230 231 232

GERMANY

Occupational Values

The children of West Germany ranked highest of all national samples in the importance they gave to Economic Returns. They ranked second highest in their desire for Self-Satisfaction in their work, for Job Security, and for Variety in the work.

They were lowest of all national samples in their desire for Management status, their desire to Follow Father and in their concern for pleasant work Surroundings. They were also third lowest in the value they placed upon being Independent in carrying out their work.

In other respects, their scores fell within the middle range, internationally. (Since no data were collected in Germany during Stage I, no comparison with an earlier sample is possible.)

Occupational Interests

They had relatively the lowest level of Occupational Aspiration of any national sample and the second lowest level of Occupational Expectation. Their absolute scores were only a little above the level of their Fathers' Occupations. This gave them the lowest rank, internationally, for Aspiration above the level of Father's Occupation. They had the third lowest score, internationally, for Educational Aspiration, although the absolute level of schooling they sought was half a scale point above the mean level they might be expected to achieve.

Social Attitudes Inventory

As in all countries, the majority of them reported coping effectively with problems in all areas. They stood third lowest internationally, however, in the effectiveness they reported in dealing with problems of Task Achievement. They stood third highest in dealing with Authority but second lowest in dealing with problems of interpersonal Aggression. Their score for Interpersonal Relations was in the average range and their score for dealing with Anxiety was just slightly above average, as was their Total Score.

Views of Life (Not administered in Germany)

Sentence Completion

On Task Achievement they had the lowest Attitude score, internationally; it was a little toward the negative end of the absolute scale. They ranked slightly below average, internationally, in Stance, second lowest in Engagement and lowest of all on Aid/Advice. Their emotional reactions to problems in this area were quite marked. They had the second lowest score, internationally, for Neutral Affect, the second

highest score for Hostile Affect, the third highest score for Depressive Affect but also a slightly above average score for Positive Affect. This greater degree of affective reactivity was strictly relative to the pattern in the other national samples, for even in Germany the great majority (eighty-nine percent) responded neutrally to these problems.

On the Interpersonal Relations items they had the lowest score, internationally, on Attitude, right at the neutral midpoint of the scale. They had the second highest score for taking a confronting Stance but average scores for Engagement and Aid/Advice. Their pattern of emotional reactivity was markedly different from the children in other countries, not only relatively but in an absolute degree. Twenty-five percent of the German children responded to these items with Hostile Affect, which gave them the highest score of any national sample. In contrast, less than three percent of them responded with Depressive Affect, giving them the lowest rank internationally. Otherwise, they were within the average range in the proportion of them who responded with Neutral Affect (seventy-one percent),and a little above average in the very small fraction of them who responded with Positive Affect. Unlike some of the other national samples, their relatively strong negative expressions of affect when responding to the problem items matched their frankly negative responses on the attitudinal items. Thus, they quite consciously acknowledged the fact that they have negative feelings, significantly more often than the children in the other countries, and they expressed them openly.

In responding to the Authority items they were within the average range on Stance and Engagement but second lowest for independence of Aid/Advice. They had the lowest score of all national samples on Attitude, the third highest score for Hostile Affect and the third lowest score for Depressive Affect. They were within the average range in the proportion who gave Neutral responses and just above average in the tiny proportion who expressed Positive Affect.

On the other hand, they showed a good deal of confident, effective behavior in responding to the Anxiety items. They stood second highest on Stance and Engagement; third highest, at the top of the middle range, on Aid/Advice. They still had the third lowest rank on their Attitude but the majority of them were above average, internationally, in reacting in a Neutrally Affective way. Moreover, they stood second highest in the proportion of them who responded with Positive Affect(ten percent), second lowest for Depressive Affect (ten percent) and just average on the proportion who reacted with Hostile Affect (ten percent). Thus, these German youth coped with anxious feelings more comfortably and effectively than with any of the other kinds of problems, and relatively better than the children in most other countries.

Perhaps in keeping with their generally greater incidence of negative feelings about Interpersonal Relations, they showed a particular dislike and ineffectuality in dealing with problems of interpersonal Aggression. They stood lowest of all countries on Engagement and Aid/Advice; third

lowest (though within the middle range) on Stance. Only forty percent of them reacted to such problems with Neutral Affect, which put them at the bottom of the international array. Sixty percent of them reacted with Hostile Affect, which made them by far the most predominantly hostile group of any of the international samples. They had low scores on Depressive Affect (second lowest, internationally) and on Positive Affect (within the middle range, internationally). In short, when confronted with Aggression from someone else, the response of the majority of these German children was to take a counter-attacking stance rather than to become worried or depressed. What is more, this majority simply erupted with hostile feelings of their own rather than take affective counter-measures to reduce the interpersonal conflict. Their very low score on Engagement, for example, was almost at the bottom of the absolute scale, and so was their extremely low score for handling such problems without calling on Aid or Advice from others.

Their mean scores, summed across all five behavior areas, put them at the top of the middle range on Stance but below average, internationally, on Engagement and Aid/Advice. They came out lowest of all national samples on their expressed Attitudes; second highest in the proportion who expressed Hostile Affect in reacting to problems; lowest of all samples in Depressive Affect; slightly below average for the proportion who reacted with Neutral Affect; but also second highest for the small percentage who reacted with Positive Affect (this was an extremely small frequency in all countries).

Their mean score on the Self-Concept items put them at the bottom of the international array, actually toward the negative end of the absolute scale. The negative feelings so many of them expressed toward other people appeared to be matched by negative feelings about themselves, in a larger percentage of the children than was true in any other country.

On one set of Parent Interaction items they fell in the average range; but, on the items concerning interaction with Mother and with Father, they stood second lowest of all national samples, just slightly above the midpoint of the absolute scales.

Story Completion

As is described in Volume VI, the coping scores on the stories had almost no significant relationships to the independent criteria among the ten-year-olds in Germany. Among the fourteen-year-olds, however, there were significant, positive relationships of modest degree between some of the scores on the two Task Achievement stories, the "broken vase" Anxiety story and the mean Coping Effectiveness score for all stories. The mean Response Length correlated with several of the Achievement test criteria at age ten; and with a smaller number of the criteria at age fourteen. This evidence suggests that the Stage III Story Completion scores may have a modest degree of validity in Germany, when taken at face value.

The profile of mean scores across all stories put these German children at the top, internationally, for taking a confronting Stance but third lowest for actually carrying through effectively, in terms of Engagement, Aid/Advice, problem Solving or independent Implementation. They were average on Initiation. Yet, despite the limited capacity to handle problems in a self-reliant way which their stories portrayed, their endings turned out to be successful a higher proportion of the time than was true in the stories from any other country (Outcome). Similarly, they had the third highest score for Evaluating the Outcomes of their stories in a positive way. The coping style they portrayed was one of recognizing problems but failing to engage them, or doing so only after some delay. Once they did decide to act, they tended to seek the support and cooperation of others rather than solve the problems by independent, individual effort. The happy endings they reached might be viewed either as a confidence that cooperative effort does bring success or as wishful thinking. (The latter interpretation seems somewhat more likely, in view of the consistently negative attitudes and feelings many of them displayed in the Sentence Completion data.)

They stood third lowest of the national samples on Response Length. This can be viewed rather simply as a measure of the amount of effort they took the trouble to invest in responding to the story problems.

It must be said, however, that they had the second highest score of all national samples on Instrumentality, which means that they tended to persist, sometimes trying more than one action to resolve a problem.

Affectively, they stood highest of all samples in the proportion of expressions of Positive Affect, although it must also be noted that they stood third highest (at the top of the middle range) for expressions of Negative Affect. Altogether, they were second highest among the national samples in the total amount of Affect expressed in their stories.

All in all, it appears that they tended to take this Story Completion instrument seriously and to find it somewhat satisfying, insofar as they projected successful outcomes and expressed positive feelings more often than did the other national samples. Nonetheless, the instrumental activity they portrayed in their stories was not of a quality which would logically lead to the successful outcomes, the "happy endings," that they portrayed.

Summary

The German youth are emphatic in wanting careers where they can take an Intrinsic satisfaction in the work; but they are even more emphatic about wanting as much money as possible, as much job security as possible, and some diverting variety in the work. They show very little desire either to follow their fathers' careers or to achieve managerial power. In short, in comparison with the children of other countries,

they put their greatest emphasis on practical rewards and personal enjoyment of their future work. Internally, they give highest rank of all to a desire for Intellectual Stimulation, although this puts them just within the average range, internationally. They also give above average importance to being helpful to other people (Altruism), although this, too, puts them just at the midpoint of the international array.

They neither desire nor expect anything more than a small degree of upward mobility, occupationally, from the status their families now occupy. They have slightly higher aspirations, educationally, but not as much as the majority of the children in other countries. Thus, their lack of interest in following in their fathers' occupational footsteps reflects not so much an ambition to rise to much higher status as a desire to seek kinds of work which suit their particular, individual interests. Whether through contentment with their present status in life, or through a belief that their society does not afford a great deal of opportunity for upward mobility, they appear to settle for the status quo. Within this context, however, they clearly want to make as much money as possible within stable, secure jobs.

They are less confident than the children in most countries in attributing good coping skill to themselves, particularly in dealing with problems of Task Achievement and Interpersonal Aggression. This showed up on the Social Attitudes Inventory and the Sentence Completion. Indeed, the degree of coping skill they showed in the Story Completion was below the international average, as was also true in the Sentence Completion data.

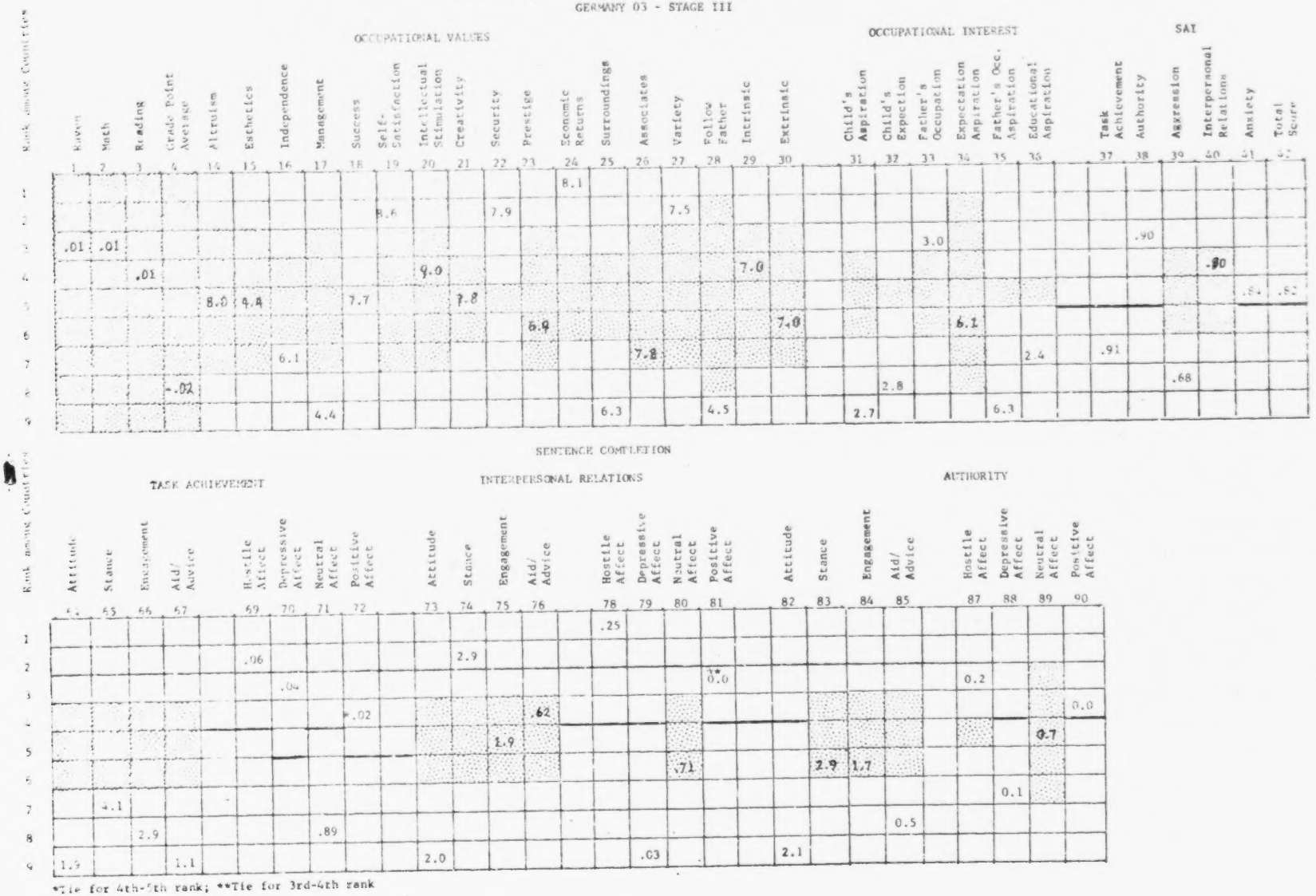
Perhaps the most distinctive feature of their reaction pattern is the much higher frequency with which these young people feel and express hostility. Their consciously expressed attitudes toward various aspects of life range from neutral to negative. What is more, they display aggressively hostile feelings much more often than the young people in other countries. They rarely introject responsibility for their difficulties and become depressed. This reaction is especially marked when they encounter interpersonal aggression. In both the Sentence and Story Completion data, their attitudinal reactions were negative and their coping skills were at or near the bottom of the international array -- indeed, near the negative end on the absolute scales.

They are less than happy or content with their own natures, as shown in the Self-Concept score on the Sentence Completion, as well as the implications of the relatively ineffective picture of themselves they portrayed in the projective instruments. The happy endings of their Story Completions seemed to be more a product of wishful thinking than a realistic working through of solutions to problems.

Overall, these young people seem to be expressing a good deal of frustration without knowing exactly where to assign it or what to do about it. To a greater degree than the children of most other countries, they do not anticipate much change in their position in life. They

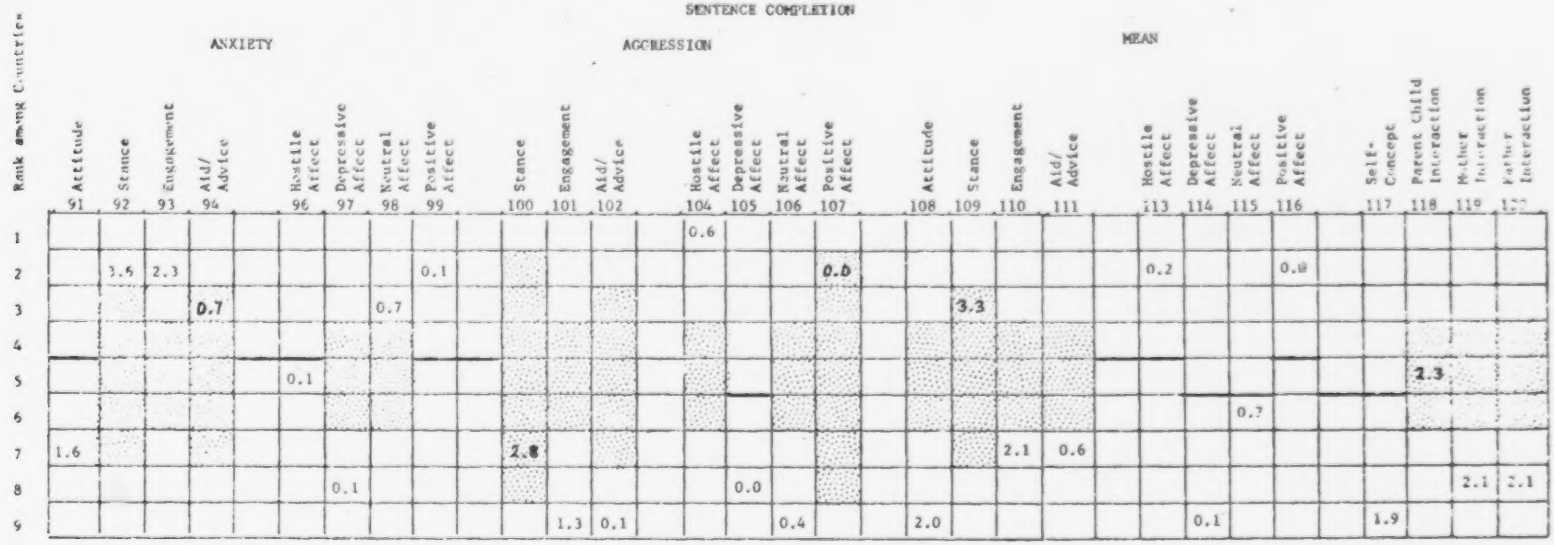
would settle for money and security in their careers but, at the same time, they don't feel too confident even in dealing with practical tasks. Indeed, their coping performance is not as effective as that of the children in most other countries. A large proportion of them experience anger more often than happens in most other national samples yet many of them have not learned to deal with such feelings in any effectual way. They do not know how to resolve interpersonal conflicts and they often anticipate acutely unhappy experiences when such conflicts arise. Perhaps their greatest strengths are their readiness to confront problems realistically, recognizing their existence, and their sheer persistence in attempting to work out solutions once they do decide to act, whether or not their efforts are successful in their own eyes or by objective standards.

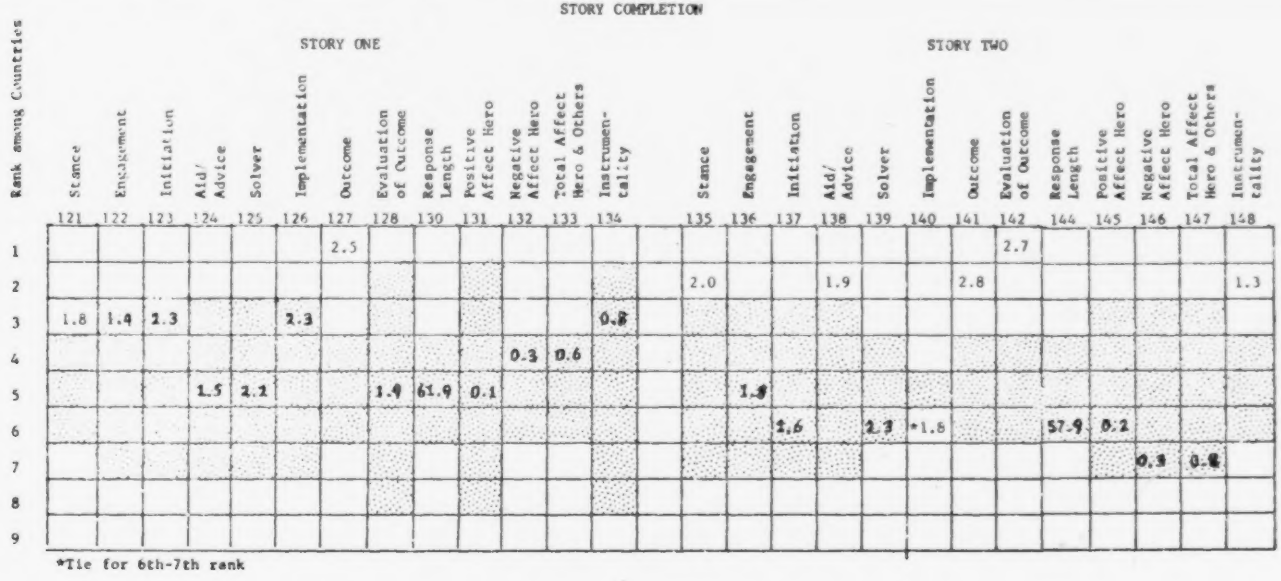
FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
GERMANY 03 - STAGE III



*Tie for 4th-5th rank; **Tie for 3rd-4th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
GERMANY 03 - STAGE .II





*Tie for 6th-7th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
GERMANY 03 - STAGE III

STORY COMPLETION

STORY THREE

STORY FOUR

Rank among Countries	Stance 149	Engagement 150	Initiation 151	Aid/ Advice 152	Solver 153	Implementation 154	Outcome 155	Evaluation of Outcome 156	Response Length 158	Positive Affect Hero 159	Negative Affect Hero 160	Total Affect Hero & Others 161	Instrumentality 162	Stance 163	Engagement 164	Initiation 165	Aid/ Advice 166	Solver 167	Implementation 168	Outcome 169	Evaluation of Outcome 170	Response Length 172	Positive Affect Hero 173	Negative Affect Hero 174	Total Affect Hero & Others 175	Instrumentality 176
1														2.0		3.0				2.8			0.5		1.3	
2																			2.3							1.6
3												0.9			1.9			2.3						0.6		
4							2.9				0.5										1.9					
5									56.2																	
6				1.0				2.0		0.8																
7	1.8	0.9	1.5														1.3					59.3				
8					0.6	0.5							0.6													
9																										

STORY COMPLETION

STORY FIVE

STORY SIX

Rank among Countries	Stance 177	Engagement 178	Initiation 179	Aid/ Advice 180	Solver 181	Implementation 182	Outcome 183	Evaluation of Outcome 184	Response Length 186	Positive Affect Hero 187	Negative Affect Hero 188	Total Affect Hero & Others 189	Instrumentality 190	Stance 191	Engagement 192	Initiation 193	Aid/ Advice 194	Solver 195	Implementation 196	Outcome 197	Evaluation of Outcome 198	Response Length 200	Positive Affect Hero 201	Negative Affect Hero 202	Total Affect Hero & Others 203	Instrumentality 204
1	2.0		2.9				2.7	2.3		0.3			1.7		2.0					2.7				0.8	1.4	
2												0.9											0.1			
3		1.8														2.6			2.0							
4											0.4															1.5
5				1.3																						
6																	1.2				2.0					
7					1.8	2.8			50.2						1.5			1.7								
8																						51.2				
9																										

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
GERMANY 03 - STAGE III

STORY COMPLETION

Rank among Countries	STORY SEVEN													MEAN											
	Stance	Engagement	Initiation	Aid/ Advice	Solver	Implementation	Outcome	Evaluation of Outcome	Response Length	Positive Affect Hero	Negative Affect Hero	Total Affect Hero & Others	Instrumentality	Stance	Engagement	Initiation	Aid/ Advice	Solver	Implementation	Outcome	Evaluation of Outcome	Response Length	Positive Affect Hero	Negative Affect Hero	Total Affect Hero & Others	Instrumentality
	205	206	207	208	209	210	211	212	214	215	216	217	218	219	220	221	222	223	224	225	226	228	229	230	231	232
1	2.0													1.9						2.6			0.2			
2																									0.9	1.3
3							2.7						1.8								2.2			0.4		
4										0.2						2.5										
5											0.2															
6			2.7																							
7		1.8										0.5			1.6		1.3	1.9	1.9			54.5				
8				*1.1	2.2	1.9		2.3	44.9																	
9																										

*Tie for 8th-9th rank

ITALY

Occupational Values

Unlike the children in any of the other national samples, the children studied in Stage III in Milan showed a substantial number of differences in their value profile from the children in Stage I. Consequently, it appears most appropriate to describe the children in Stage III by themselves, only thereafter discussing their similarities and differences from the children in Stage I.

While, internally, these children gave highest ranks to Intellectual Stimulation, Self-Satisfaction, Creativity, Prestige, and Success, in that order, they gave relatively less weight to the self-expressive values than did the children in most other countries so that they stood only average, internationally, on Self-Satisfaction, Intellectual Stimulation, and Creativity. They gave the greatest emphasis of all national samples to Prestige and second greatest emphasis to Economic Returns and the desire for Managerial power. They were a little above average, also, in their desire for Success.

They gave relatively the least weight of any national sample to the importance of Altruism, second least to musical or artistic careers, and to the desire for pleasant working Associates. They were below average, also, in their concern about job Security. All told, their profile put them highest of all national samples on the Extrinsic orientation.

This pattern was not entirely different from that of the children in Stage I. In both samples, the Italian children stood high, internationally, in their concern for Prestige; they were average in their concern for Independence, Creativity, Surroundings and Following Father; and they were very low in their interest in Esthetics, Associates, and Variety. The major differences seemed to depict a change toward more emphasis on personal mobility, power and money, accompanied by a considerable decrease of interest in Altruistic work, Intellectual Stimulation or job Security. There was less concern in the Stage III sample, also, for Self-Satisfaction through effective work performance. No such dramatic shift in values appeared in any of the other countries. This phenomenon suggests a need to study possible changes in the economic and social milieu in Milan between 1965 and 1969 which might account for this fairly sizeable difference in the value profile of young people in that community.

It must be noted, though, that these Italian children showed very similar ranking, internationally, on nine of the fifteen values, when the Stage I and the Stage III samples were compared. The Italian profile changed more than that of other countries over the three to four years that intervened between the two samples but it retained a good many stable properties, as well.

Occupational Interests

No such change appeared in the level of occupation and education these children hoped to attain. In Stage III, just as in Stage I, they had third rank, internationally, in both their Occupational Aspirations and their Occupational Expectations. This put them above the average range of all countries. They occupied a closely similar position, just above the international midpoint, in their level of Educational Aspiration. They had the third highest discrepancy score representing ambition to rise to occupational levels considerably above that of their fathers'. Most of this discrepancy was contributed, of course, by the children of the skilled working class.

Social Attitudes Inventory

At least eighty percent of them reported coping effectively with problems in all of the five behavior areas. They stood a little above the international midpoint in their self-reported effectiveness in dealing with Achievement Tasks and also in coping with Aggression. They stood lowest of all samples, however, in their self-ascribed coping with Authority; second lowest for dealing with Anxiety; and third lowest, just below average, for dealing with Interpersonal Relations. The net effect was to give their Total Score a position just below the international midpoint.

Insofar as comparisons can be made with the Social Attitudes Questionnaire in Stage I, a certain rough similarity does appear. In Stage I, the children of Milan stood in the middle range for both kinds of Coping behavior and for Actively Defensive behavior, though they were at the top of the mid-range on the last variable. They stood second highest in reporting Passive-Defensive behavior. Overall, therefore, their self-described coping effectiveness was a little less than average, internationally, in Stage I. This seems not too dissimilar from the overall position of the children in Stage III, on the new, differently scored questionnaire.

Views of Life

On this quite transparent, self-descriptive questionnaire the fourteen-year-olds of Milan described themselves in a vigorously active, self-confident way. They had the highest scores, internationally, on the Rate of Action scale and on the Self-Solver scale. They stood second highest in preferring to take Action, to Confront problems and to Initiate efforts to resolve them, themselves. They stood second highest for taking Intrinsic satisfaction in what they do and also for proceeding Competitively rather than Cooperatively; although only twenty-nine percent of them chose this mode, even smaller percentages of children in other countries chose it. Finally, they held the second highest rank for Positive Self-Concept and for their Total Score across all scales, which to some degree represents a generalized style of active coping.

They stood second lowest on Emotional Control, signifying that they often prefer to express their true feelings rather than contain them. They stood lowest of all countries on the general View of Life scale, indicating that more of them than in any other country saw life as something that is hard, something that has to be endured rather than enjoyed; but this still was only twenty-one percent of them.

Sentence Completion

In the area of Task Achievement they fell in the average range, internationally, on Stance, Engagement, and Aid/Advice. This put them appreciably higher than the low rank of the Milanese children in the Stage I sample. They were more positive in Attitude, too, ranking first among the national samples. At the same time, their expressions of Affect were less Neutral than the international average, although somewhat higher than had been the case in Stage I. They ranked second highest for the (small) frequency of Depressive Affect they expressed and above average, too, for expressing both Positive and Hostile Affect.

In dealing with Interpersonal Relations, they were average on Stance but above average on Engagement and Aid/Advice. While their expressed Attitudes were in the average range, internationally, they were far less Neutral in expressing Affect than their counterparts in Stage I, who had ranked first. These children ranked third lowest in Stage III. While the very small amount of Positive Affect they expressed put them top among all countries, twenty percent of them expressed Hostile Affect and another ten percent expressed Depressive Affect, putting them above the international average on both of these characteristics.

In their relationships with Authority, they stood above average in Stance, average in Engagement and Aid/Advice. This was relatively close to the profile of the Stage I sample, as was the slightly below average Attitude score in Stage III. Instead of the highest rank for Neutral Affect which had been observed in the Stage I sample, these children stood second lowest, only some sixty percent reacting in this way. Over twenty percent of them showed Depressive Affect, putting them third, internationally. They were a little below average in expressing either Hostile or Positive Affect in this area.

Their coping style in reacting to Anxiety was within the average range, down a little from the level of the Stage I sample. While their expressed Attitude toward anxiety-arousing problems was second highest, internationally, they had the highest rank for expressing Hostile Affect as they dealt with such problems. In other respects, their affective reactions were in the average range. This contrasts with the second lowest rank the Italian children in Stage I held for Negative Affect and the second highest rank for Neutral Affect.

They stood a little above the international average on Engagement; within the average range on Stance (though very low) and on Aid/Advice. Their affective reactions were in the average range except for their second highest rank in expressing Depressive Affect when confronted with Aggression.

Summing across all of the behavior areas, their mean scores put them within the average range on Stance, Engagement and Aid/Advice. They scored second highest for their expressed Attitude but third lowest for Affective Neutrality and above average for expressing both Depressive and Hostile Affect. Together, these two kinds of negative feelings came out more than thirty percent of the time.

In Stage I, the Sentence Completion Coping Effectiveness scores were significantly related to the achievement and behavioral criteria only in the case of the Attitude and Task Achievement items. In Stage III, paradoxically, the Task Achievement Coping Effectiveness scores did not correlate with the criteria but the coping scores in three other areas did, and the mean Coping Effectiveness scores showed substantially more significant relationships with the performance criteria than had been the case in Stage I. To some degree, therefore, the Stage III profile on this instrument may represent typical Milanese youth somewhat more accurately than the profile from the Stage I data.

These young Italians ranked just slightly below average in their Self-Concept score; within the average range in the quality of the relations they reported with their fathers and their mothers; and a little above average in the items dealing with the two parents combined.

Story Completion

The first thing to be said is that the Italian children in the Stage III sample took a strongly negativistic approach to many of the stories in this instrument, particularly the fourteen-year-olds. At age ten, the children who did best in school told the least effective stories in response to the Academic Task Achievement problem (Story One); and this was repeated among the fourteen-year-olds. However, while the ten-year-olds' Nonacademic Task Achievement story scores showed some significant relationships to the performance criteria, as did their scores on Story Four, the Anxiety situation involving the forgotten coat, the fourteen-year-olds took a frankly hostile, deliberately inverted approach to almost every story. That is, those who told "successful" stories tended to be poor achievers in school while good achievers apparently deliberately told "unsuccessful," non-coping stories. Only Response Length turned out to be positively and significantly related to the independent measures of achievement and adjustment, at both ages, in Stage III.

In the light of these facts, it seems wise to take with a great deal of salt the psychometric scores based on assumptions that the stories these children told had perfect face validity. Their scores put them second lowest, internationally, on Stance and Engagement and third lowest on Initiation, across all stories. They stood about average on Solver, Implementation, and Instrumentality, but at the bottom on Outcome and second lowest on Evaluation of Outcome.

It seems most unlikely that this should be interpreted to mean that these Italian children are, in fact, as poor copers as their stories would appear to indicate. Their real coping skills can probably be estimated appreciably better from the Sentence Completion and the other self-report data.

They did stand at the middle of the international array on the Response Length of their stories. To the modest degree that this variable correlated with actual achievement, this might be taken to approximate their true level of effort and effectiveness in dealing with tasks.

Probably, the set of findings which can safely be taken as fact concerns their expressions of affect. They expressed a greater total amount of affect in their stories than the children of any other country. They ranked highest in the amount of Negative Affect expressed; but, also, second highest for the amount of Positive Affect expressed. Even without this evidence, the ingenious and persistent negativism of the fourteen-year-olds, in particular, gave ample evidence that they felt very strongly indeed. This picture seems consistent with what emerged from the Sentence Completion data, indicating that these young people meet life with many strong feelings, both positive and negative, and that they tend to express them quite openly and directly.

Summary

Generalizing about "the youth of Milan" cannot be done as accurately as for the double samples of children from the other countries. The values that appear rather stable across both Stage I and Stage III samples are the high emphasis on Prestige and the relatively strong emphasis on Economic Returns, Success and an interest in Managerial status. Similarly, the relatively average importance given to Independence, Self-Satisfaction, Creativity, Surroundings and Following Father is quite similar in the two samples. To say that these values have average importance, of course, is to describe the rank these Italian children hold in the international sample, not necessarily the relative degree of importance they give these values internally.

The Italian children in both samples gave relatively little importance to Esthetics, Associates or Variety.

As for the internal differences in Italy, there was an appreciable increase from 1965 to 1968 in the importance of Economic Returns and a sizeable decrease in the relative importance given to Intellectual Stimulation, Altruism, and Security.

In view of the rather remarkable stability of national value profiles in all of the other countries over this three to four year period, it would appear either that Italian children are much more variable from one sample to another than the children in the other countries; or that there was a genuine, major change in Milan during these years which strongly altered the outlook of the young people toward a more materialistic, self-serving emphasis, with a good deal of implied confidence that they will find it possible to win high prestige and high income in careers which offer a good deal of opportunity to move up. While they stress these aims more strongly than the children in most other countries, it nonetheless is expremely important to note that they give highest absolute value, internally, to the rewards of Intellectual Stimulation, Self-Satisfaction and Creativity. Thus, while they are more strongly motivated by extrinsic considerations than the children in the other countries, this is balanced by their desire to combine such forms of success and reward with the intrinsic satisfactions of effective achievement.

The occupational and educational hopes of these children are quite similar in the two samples. They rank third highest of the countries in the occupational status level they both hope and expect to achieve. While they are not quite that high, internationally, in their Educational Aspiration, in an absolute sense they look for a considerably higher degree of educational mobility than they expect or seek in occupational mobility. Nonetheless, they definitely do want to rise above their fathers' occupational status, particularly those from working class origins.

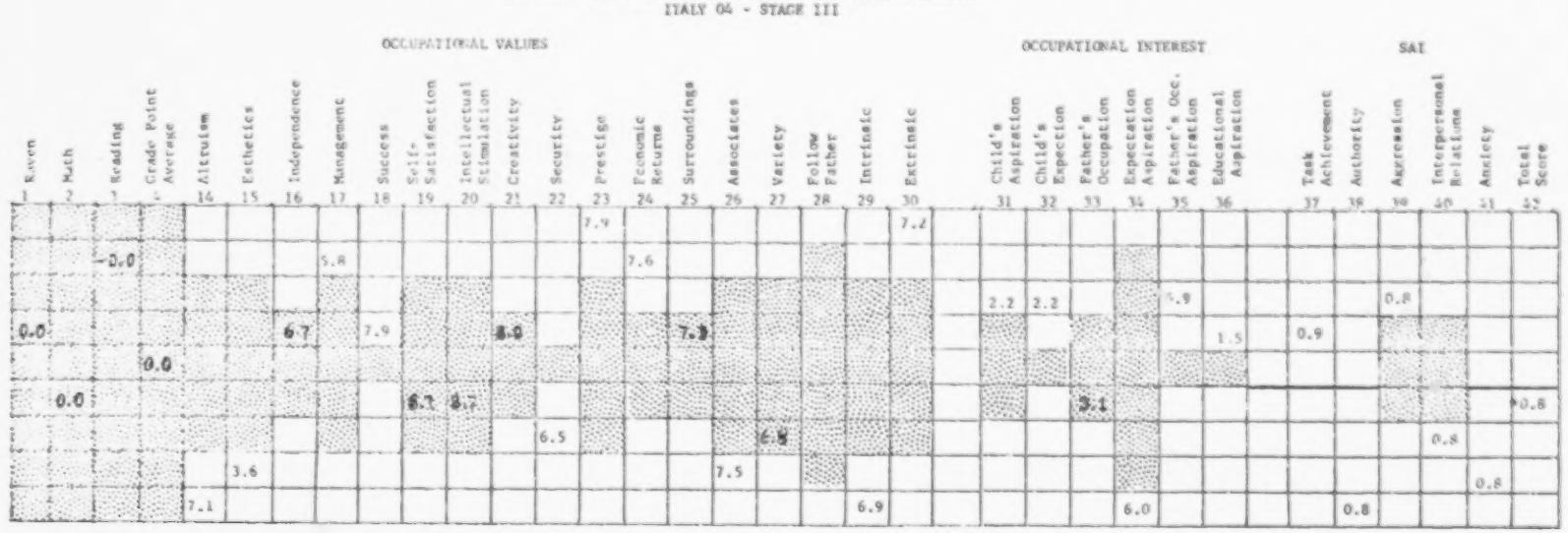
In describing their own coping effectiveness, they were quite modest on the Social Attitudes Inventory, giving themselves the best report for dealing with Task Achievement and Aggression, but the worst report of all national samples for dealing with Authority. On the Views of Life, they expressed a good deal more self-confidence, preferring a very lively, independent, fast-moving, somewhat competitive style of action. Their coping skills in the somewhat more concealed challenges of the Sentence Completion put them in or near the average range, internationally.

Unlike the very serious-minded, quite self-controlled behavior of the children in Stage I, the children of the 1968-69 sample from Milan were much more emotional. They expressed quite cheerfully positive attitudes toward most aspects of life; but when it came time actually to deal with problems they showed more than average feeling, both positive and negative.

A number of clues in the correlation data to be discussed in Volume VI tend to bear out the implications from the Story Completion data that the children of Stage III, particularly the fourteen-year-olds, had an actively disaffected feeling about academic demands, in general. This was particularly obvious in the case of the Story Completion responses. They seemed to take most of the other instruments as not unreasonable procedures; but the fourteen-year-olds of 1969 appeared both willing and able to rebel against academic demands, and perhaps against other adult demands which did not make sense to them. It may have been this almost-open conflict which produced their relatively low self-appraisal for dealing with Authority, on the Social Attitudes Inventory.

At least, the later sample of children, particularly by age fourteen, seem to be in a highly volatile mood. They are ambitious for practical success and social mobility, even though they are a little less confident than the children in most countries of their ability to cope with the various problems this naturally entails. They react with vigor, by their own account, and with strong, openly expressed feelings.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ITALY 04 - STAGE III



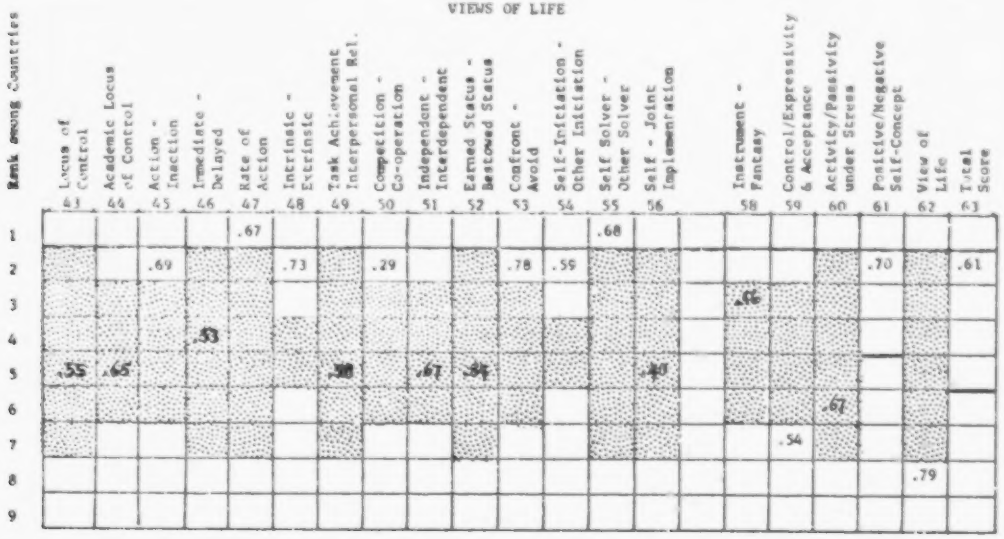
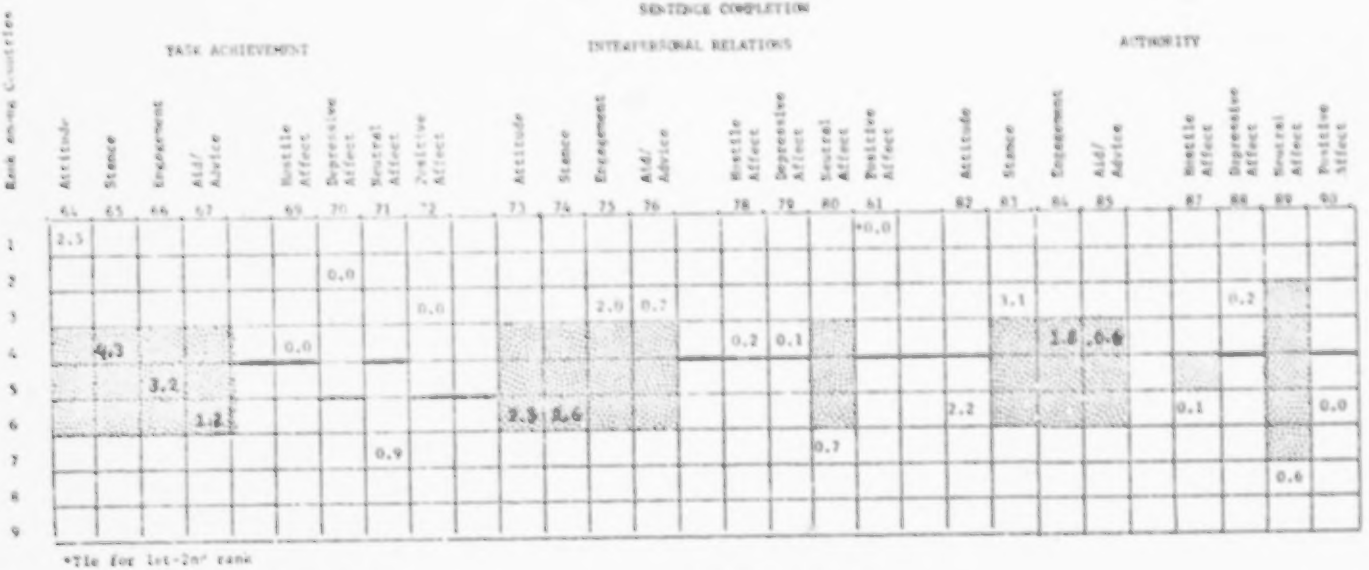
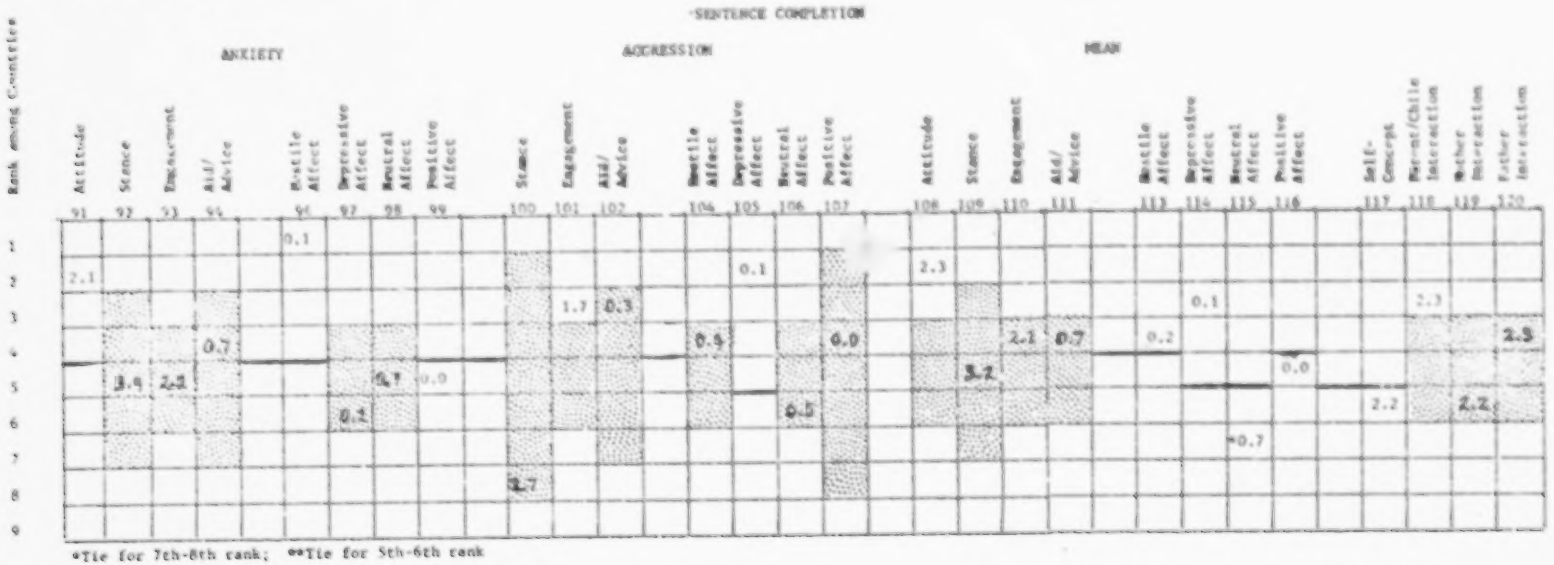


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ITALY 04 - STAGE III



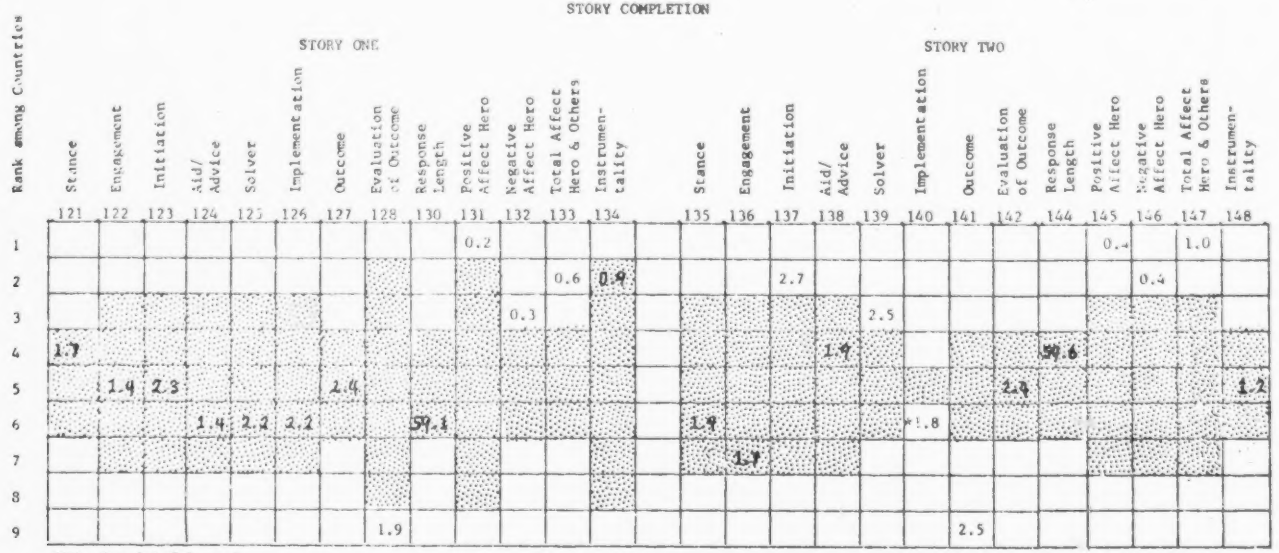
*Tie for 1st-2nd rank



*Tie for 7th-8th rank; **Tie for 5th-6th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ITALY 04 - STAGE III

STORY COMPLETION



*Tie for 6th-7th rank

STORY COMPLETION

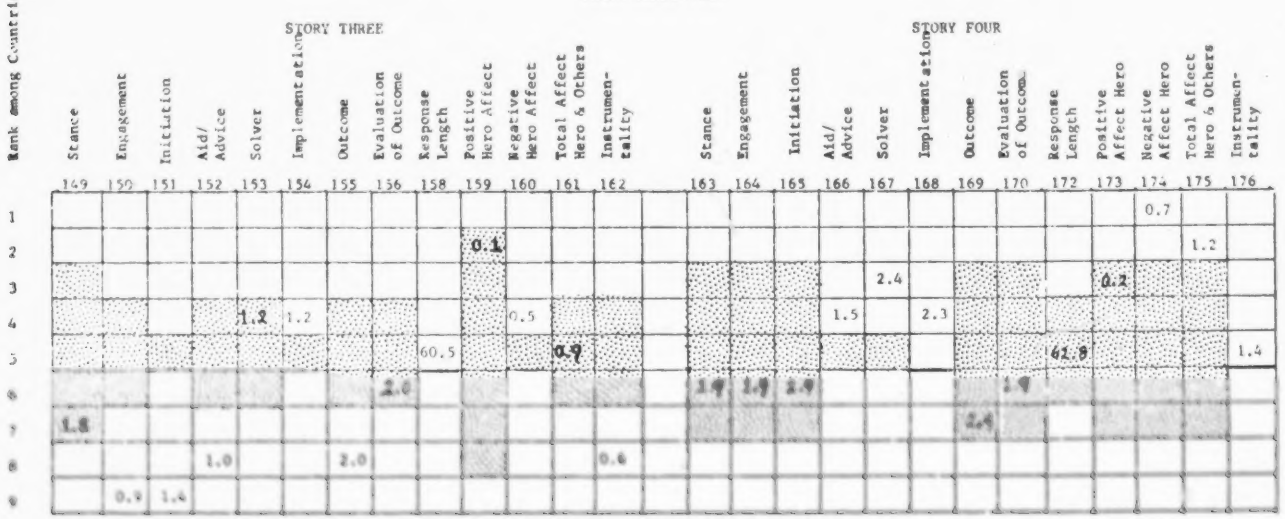
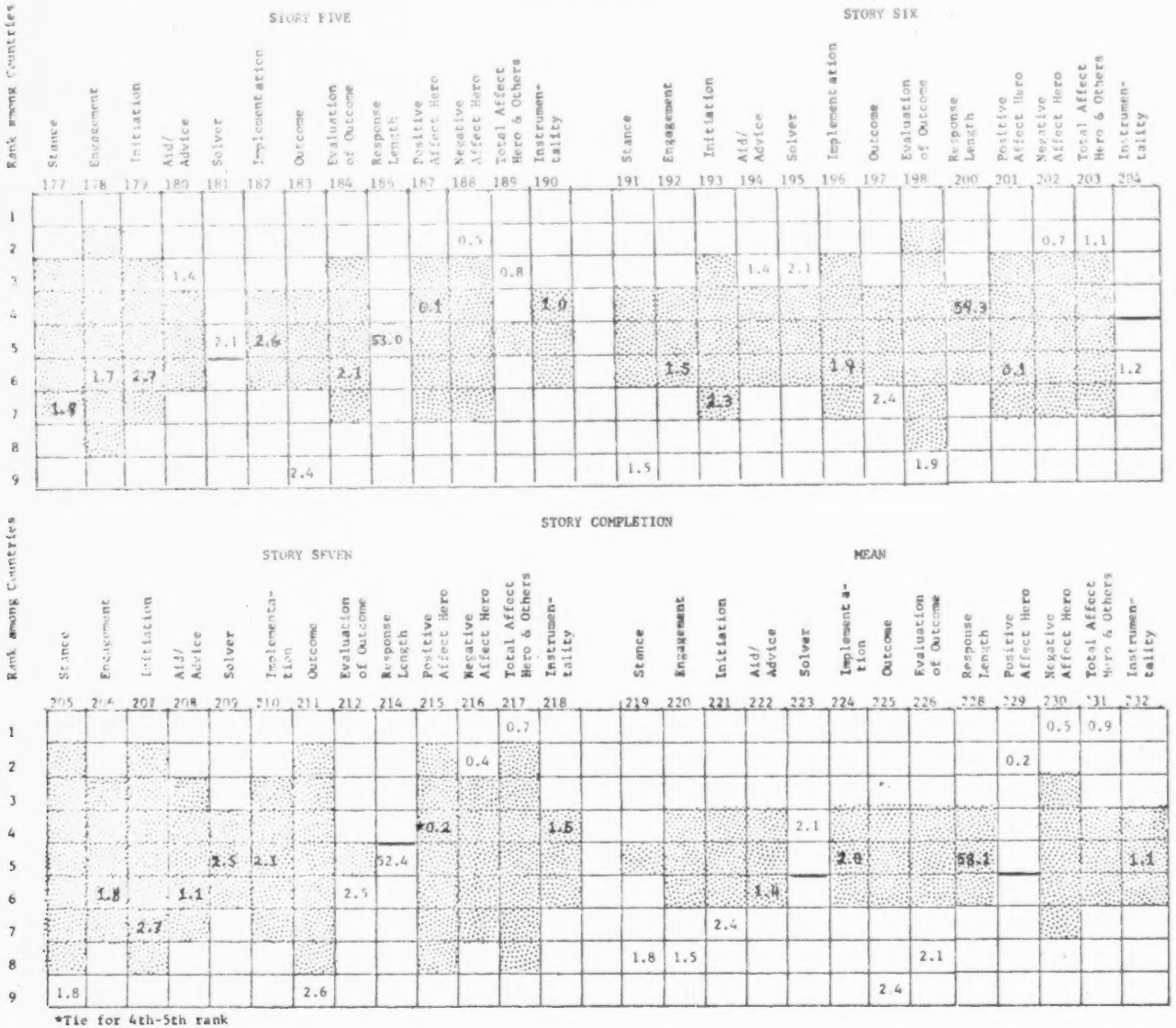


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
ITALY 04 - STAGE III



YUGOSLAVIA

Occupational Values

Internally, the children of Ljubljana gave highest place to Intellectual Stimulation, Creativity and Success, followed by Altruism, Associates, Self-Satisfaction, Prestige, and Surroundings. Internationally, this gave them the second highest rank for valuing Creativity and Prestige, with the third highest rank for Success and for pleasant Surroundings.

They stood lowest of all countries in the importance they gave to Economic Returns and second lowest for concern about achieving Managerial power. They also scored second lowest for valuing Self-Satisfaction, although this was among their more important values, internally. They were below average in their concern for job Security. In other respects they were within the average range.

Overall, the value profile of the Stage III children quite closely resembled that of the children in the Stage I. A few differences did appear. In Stage I, the children of Ljubljana had ranked at the top for interest in artistic careers whereas in Stage III they were at the bottom of the average range on their Esthetics scores. They had been lowest in the rank they gave to Intellectual Stimulation; this rose to the top of the midrange in Stage III. An above-average rank for interest in Variety in Stage I fell to within the average range in Stage III. The bottom rank which the Stage I children gave to Following Father changed to a rank at the very top of the midrange, second highest internationally, in Stage III. Otherwise, however, the shape of the profile remained quite stable across the four years and the two different samples of children.

Occupational Interests

The Stage III sample almost exactly reproduced the pattern of the Stage I sample on this instrument. These children ranked second lowest, internationally, in their Occupational and Educational Aspirations; slightly higher in their Occupational Expectations. This still displayed a definite desire for mobility. Since the average status of their fathers' occupations was relatively lowest of all national samples, their desire to rise above this level gave them an average standing, internationally, for the degree to which their aspirations exceeded their fathers' level of work.

Social Attitudes Inventory

They gave themselves high marks, internationally, for being able to deal with people in Authority. They occupied second rank, here. They also stood above average, internationally, for the degree of effectiveness they attributed to themselves in Interpersonal Relations. They

gave themselves about an average standing with regard to Task Achievement. In dealing with Aggression, however, only sixty percent of them felt that they could handle it, which put them at the bottom of the international array. To a lesser degree, they reported some difficulties in dealing with Anxiety and earned a below-average rank there. Overall, this quite uneven profile averaged out to put them slightly below the international midpoint for Total Coping Effectiveness; but it would be better to look at the different behavior areas separately, in the case of these Yugoslav children.

Views of Life

This was the one country which administered this instrument to both ten- and fourteen-year-olds. The instrument was substantially successful at both ages in the sense of correlating frequently with the independent criteria of achievement and adjustment.

The fourteen-year-olds earned top rank, internationally, for preferring to pursue Task Achievement rather than Interpersonal Relations if a choice had to be made; for taking Immediate Action rather then delaying; and for preferring to work Competitively rather than cooperatively, a good part of the time. They stood second highest for resorting to Instrumental Action rather than fantasy when problems arise. At the same time, they ranked second lowest in their sense of being able to control their own academic fates; and on the Independent-Interdependent scale they stood close to the Interdependent end in their preference.

Their Self-Concept score was just above the international midpoint. Their Total Score (presumably for "active" choices) was highest of any country. Thus, in general, they portrayed themselves as strongly task oriented, reasonably self-reliant, and very practical minded.

Sentence Completion

Since the Stage III scoring system proved to have many more significant relationships than the Stage I system with the independent measures of achievement and adjustment in Ljubljana (see Volume VI), the results from the Stage III sample are probably a more accurate index to the true facts about children in Ljubljana.

On Task Achievement problems, the Stage III children ranked average on Stance, Engagement, and Aid/Advice. This was a more even profile than in Stage I, where the children had ranked low on Stance and slightly above average on Engagement. Attitude did not change much; it was just below average in Stage III. Similarly, their affective reactions tended to be most often Neutral, with scores around average for Hostile and Depressive kinds of feelings and a high score for Positive Affect on those infrequent occasions when they did express it.

They stood below average on Stance, Engagement, and Aid/Advice in dealing with Interpersonal Relations. This was rather different from Stage I where the children scored lowest of all on Stance but second highest on Engagement. Affectively, the Stage III children scored at the top, internationally, for Neutral Affect and second from the bottom in both kinds of Negative Affect. This was very similar to the profile on the Stage I. The later sample had an Attitude score in the average range whereas in Stage I this had been at the bottom of the international array.

In dealing with Authority, they stood high-average on Stance and top on Engagement in Stage III whereas both scores had been at the top in Stage I. They also stood above average in Aid/Advice. In Attitude they achieved the third highest rank internationally, up from a below average rank in Stage I. Affectively, there was a decided change from Stage I, which had looked quite average. In Stage III, the children stood at the top of the array of countries for Neutral Affect, bottom for Hostile Affect and average for Depressive Affect. They also stood somewhat below average for expressing Positive Affect.

In dealing with Anxiety, the contrast between the two samples was extremely marked. In Stage I the children of Ljubljana had ranked lowest on Stance and Engagement whereas in Stage III they ranked highest, as they did on Aid/Advice. They also reversed their profile of Affective expression from the Stage I pattern of a top rank for Negative Affect and a bottom rank for Neutral Affect to a Stage III profile where they stood at the top on Neutral Affect and at or near the bottom on the two kinds of Negative Affect. They also ranked very low for expressions of Positive Affect, of course.

When confronted with aggressive behavior, on the other hand, the Stage III children ranked lowest of all national samples on Stance and they were low-average on Engagement and Aid/Advice. This was quite similar to their lowest or next to lowest standing in Stage I. Affectively, they ranked second highest in Stage III for Neutral Affect, third lowest for Hostile Affect and slightly above average for Depressive Affect and Positive Affect. This was a strong reversal from Stage I where the children had scored at the top on Negative and at the bottom on Neutral Affect.

The Mean Scores across all five behavior areas put the Stage III children in the average range on Stance, up from a bottom rank in Stage I. They scored second highest on Engagement, up from an average rank in Stage I. They stood third highest in Aid/Advice. In expressed Attitude, they ranked low-average, as before. In terms of Affective expression, they stood at the top of all countries for Neutral Affect, at the bottom for Hostile Affect and second lowest for Depressive Affect. They also stood third lowest for expressions of Positive Affect. This was a very strong reversal from Stage I where the children had stood third highest for Negative Affect and third lowest for Neutral Affect.

Despite the relative adequacy the Stage III children displayed in dealing with the problem items, their concept of the way their parents see them and the quality of the interactions they report with their parents put them low in the international array. They stood second lowest on Self-Concept and at the bottom on the Parent Interaction scales. This contrast, between the way they feel their parents evaluate them and the way they evaluate themselves in the various instruments, may point to a rather sharp conflict between these young people and their parents. They respect themselves, on the whole, and with good reason, judging by their relative adequacy in coping with many kinds of problems. However, they do not feel that their parents share this confidence in them and they do not anticipate as much positive joy in their family relationships, on the average, as the children in the other countries.

Story Completion

In Ljubljana, the stories in Stage I showed extremely few correlations with the performance criteria, except for the scores on Story One among the ten-year-olds. The revised stories and scoring system in Stage III showed an appreciably larger number of significant relationships between the coping scores on the stories and the performance criteria at age ten. At age fourteen, on the other hand, most of the Stage III stories bore no relationship to the criteria and two of them actually showed a number of significant negative correlations: the Anxiety story about the missing coat and the Authority story about the school assignment. Consequently, it appears that the psychometric scores in Stage I should not be taken at face value at either age; and the scores for Stage III can only be taken at face value among the ten-year-olds. This makes the interpretation of even the Stage III mean scores for Ljubljana something to be read with considerable caution, since they represent the averaging of the scores of the ten-year-olds and the fourteen-year-olds.

For what it is worth, there was a great deal of variation from one story to the next in the level of coping skill these children portrayed, as a group. While their mean scores on all of the coping style scales were second from the top, internationally, story by story they varied from some very low scores on Engagement, Initiative and Implementation on Anxiety Story Six, about the broken vase and on the Achievement Story Seven, about the broken toy, to top scores, internationally, for dealing with Aggression Story Three and almost as high scores for dealing with Anxiety Story Four, about the missing coat. Response Length had a substantial number of correlations with the performance criteria at age ten, and some with the Behavior Ratings at age fourteen. It is therefore conceivable that the bottom rank the children of Ljubljana obtained internationally, as a measure of invested effort, was opposite to the very optimistic content of the stories they made up. The possibility is worth investigating that their happy endings may have had an element of wishful thinking in them. Nonetheless, careful note must be given

to the many instances of effective, instrumental activities the children depicted as they moved from confronting the problems to resolving them. Their higher mean standings on Stance, Engagement and the other coping style dimensions illustrate this. Their low (bottom) ranking on Instrumentality may reflect not so much a lack of persistence as a tendency to settle on one decisive course of action and carry it through to a successfully visualized completion.

Affectively, they stood second lowest among the national samples in the total amount of emotion they displayed in their stories. They stood lowest of all in the amount of Negative Affect displayed and a little above average in their expression of Positive feelings.

Summary

The career rewards they seek, notably Creativity, Prestige, Success, and Pleasant Surroundings, together with Intellectual Stimulation, Altruism, and good relations with Associates, convey three things: they very much want the chance to earn individual recognition and advancement; they would like to do this in an atmosphere of mutual supportiveness among the people in their place of work and their society; and they consider these things much more important than money, managerial power or job security. They appear to feel that their world offers such opportunities and rewards. Putting this value profile together with their occupational and educational aspirations indicates that they are not so much concerned about winning a high degree of social mobility as they are to gain recognition for the excellence of their personal accomplishments.

They see no contradiction between their strong hope for individual success and recognition, and their desire to be helpful to and helped by their fellow citizens. These two purposes seem to them quite compatible, even mutually reinforcing. At the same time, their Views of Life responses show that most of them put Task Achievement ahead of pleasant Relationships with co-workers, if a choice has to be made. Furthermore, more of them than in other countries (at fourteen years) feel that individual competition gets more work accomplished than does cooperation. Nevertheless, on the Social Attitudes Inventory they described themselves as coping well with Interpersonal Relations, especially well with people in Authority, while coping adequately with issues of Task Achievement.

Their actual performance in dealing with the problems posed in the Sentence Completion showed them quite effective in dealing with Authority. They dealt quite adequately, too, with Task Achievement issues. Although their self-reports on the Social Attitudes Inventory put them a little below average in dealing with feelings of Anxiety, their actual coping with anxiety-arousing items in the Sentence Completion was excellent. They did not do as well in reacting to Interpersonal Relationship problems on the Sentence Completion and their

responses on the Views of Life also suggested a certain degree of ambivalence there. The one area where they clearly felt quite inadequate in the Social Attitudes Inventory, and where they demonstrated a relatively low degree of coping skill in the Sentence Completion, had to do with problems of interpersonal Aggression. Even here, they showed the same high degree of Affective Neutrality that they did on all of the other items. In all other respects, their generalized level of Coping Effectiveness was above the international average on both the Views of Life and the Sentence Completion.

The other important relationship where they express much less positive perceptions and feelings than the children in other countries is their parental relationship. They feel their parents don't think very highly of them, and they report that their interactions are not very happy, or satisfying. It would seem worth further study to determine whether the parents of these children tend to treat them aggressively to a degree that leaves them feeling unable to counter aggressive behavior effectively. Apart from this problem in handling hostile interchanges, these children seem to have had relationships which have facilitated a positive sense of personal responsibility and a capacity to get along quite well with people in authority outside of the family. It is in intimate interpersonal relationships, with agemates and in their families, that they seem to have their primary difficulties, when difficulties do arise.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
YUGOSLAVIA 09 - STAGE III

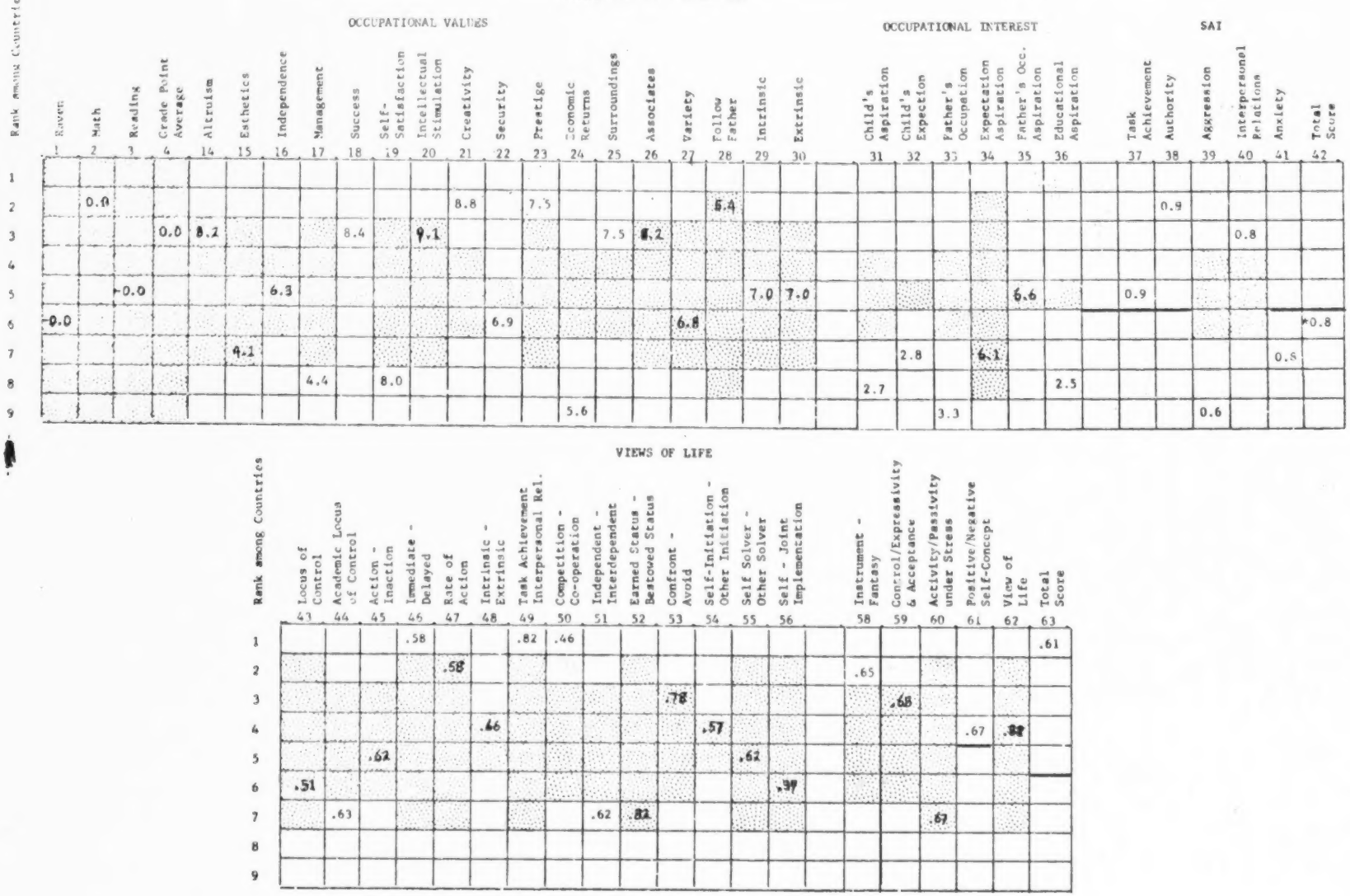


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
YUGOSLAVIA 09 - STAGE III

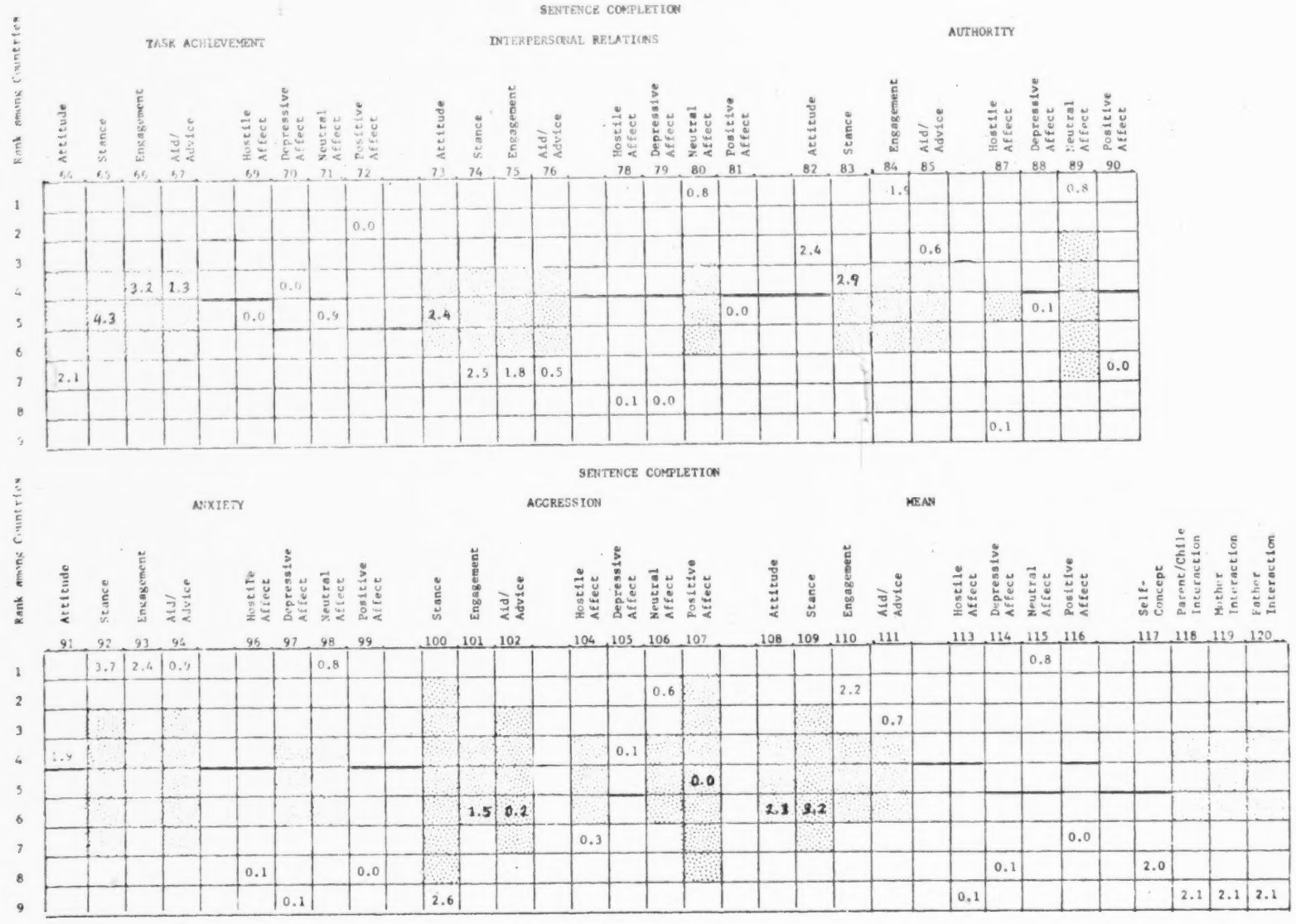


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
YUGOSLAVIA 09 - STAGE III

STORY COMPLETION

STORY ONE

Rank among Countries	Stance 121	Engagement 122	Initiation 123	Aid/ Advice 124	Solver 125	Implementation 126	Outcome 127	Evaluation of Outcome 128	Response Length 130	Positive Affect Hero 131	Negative Affect Hero 132	Total Affect Hero & Others 133	Instrumentality 134
1													
2							2.5						
3				1.5				1.9					
4			2.3		2.3								
5						2.3							
6		1.4											
7	1.6												0.8
8										0.1			
9									47.7		0.1	0.3	

STORY TWO

Rank among Countries	Stance 135	Engagement 136	Initiation 137	Aid/ Advice 138	Solver 139	Implementation 140	Outcome 141	Evaluation of Outcome 142	Response Length 144	Positive Affect Hero 145	Negative Affect Hero 146	Total Affect Hero & Others 147	Instrumentality 148
1	2.0						2.8						
2					2.6			2.7					
3													
4			2.7										
5						2.0							
6		1.8		1.8									
7													1.1
8										0.2			
9									45.5		0.1	0.4	

STORY COMPLETION

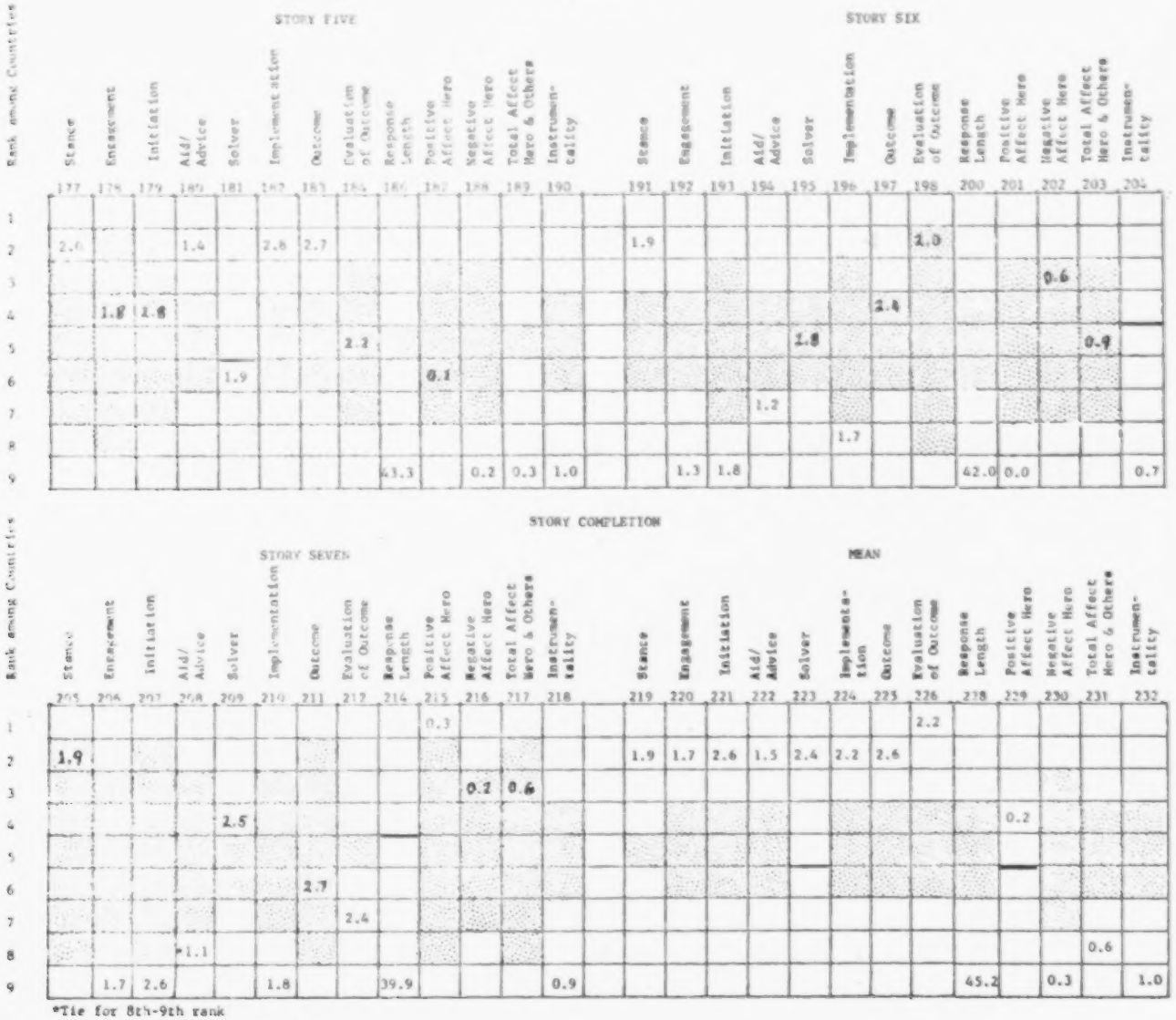
STORY THREE

Rank among Countries	Stance 149	Engagement 150	Initiation 151	Aid/ Advice 152	Solver 153	Implementation 154	Outcome 155	Evaluation of Outcome 156	Response Length 158	Positive Affect Hero 159	Negative Affect Hero 160	Total Affect Hero & Others 161	Instrumentality 162
1	1.9		2.9	1.7	2.7	2.6	2.6	2.3					
2		1.9											1.1
3													
4										0.1			
5													
6													
7													
8													
9									47.0		0.3	0.6	

STORY FOUR

Rank among Countries	Stance 163	Engagement 164	Initiation 165	Aid/ Advice 166	Solver 167	Implementation 168	Outcome 169	Evaluation of Outcome 170	Response Length 172	Positive Affect Hero 173	Negative Affect Hero 174	Total Affect Hero & Others 175	Instrumentality 176
1		1.9			2.7			2.1					
2			2.9			2.4				0.4			
3	2.0			1.5									
4													
5							2.4				0.5	1.0	
6													1.2
7													
8													
9									50.6				

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
YUGOSLAVIA 05 - STAGE III



*Tie for 8th-9th rank

CHICAGO

Occupational Values

The Occupational Value profile in the two samples was remarkably similar. In Stage III the children scored highest, internationally, for Altruism. This was true not only relative to other countries but in their internal ranking of the fifteen values. They also stood highest of all national samples on their interest in achieving Managerial power although they ranked this slightly below average, internally. They ranked third highest among the national samples in their concern for Security.

They were also third highest in their concern with Self-Satisfaction, Variety, and Esthetic interests, although this put them just at the top of the international midrange, which was quite wide on these variables.

They ranked lowest on Creativity, second lowest on Prestige and third lowest on Surroundings. They stood below average in a concern for Success. They also were below average on Independence, although this was within the international midrange and was one of the two variables on which there was a shift of two or three ranks between Stage I and Stage III. (The other one was Self-Satisfaction, which declined from a top rank to third rank.) They similarly were at the bottom of the international midrange on the desire to Follow Father; this actually made them second lowest of all samples.

It should be noted that their second highest value, internally, was given to Intellectual Stimulation, even though this put them just in the middle of the international array. Their concern for pleasant relations with work Associates was also one of their higher values, internally, while putting them at the middle of the international distribution.

The Stage III findings could be described in just about the same way as the results from the Stage I. These young people subscribe strongly to a humanitarian value system stressing service to others, intrinsic satisfaction and doing things well and having a secure job. They are not very interested in being individually creative, achieving renown or moving up the occupational status level very fast or very far. In short, this pattern is almost the opposite of the traditional American emphasis on independence, ambition, and the willingness to risk job uncertainties for the chance to gain greater status. It seems much more in keeping with the non-materialistic, socially conscious values which college students and other youth have been strongly espousing in the United States during the period of this study. Indeed, it seems to resemble the "passive" pattern Diaz-Guerrero has described for the traditional cultures of Mexico and Latin-American, much more than the vigorously active, entrepreneurial, pioneering pattern of an earlier day in the United States.

Occupational Interests

The children in the Stage III sample stood one rank higher, internationally, than the Stage I children in the level of their Occupational Aspiration and Expectation. This put them in the midrange on the Aspiration measure and slightly above average on the Expectation scale. They ranked third highest in Stage III, as compared with top rank in Stage I, for their level of Educational Aspiration. This still put them distinctly above the average among all the countries. As in Stage I, they ranked just above the average in their aspiration to rise above their Fathers' Occupational level. Combining the findings from Stage I and Stage III, the soundest generalization might be that these children possess a modest degree of ambition to rise occupationally and a more elevated ambition, undoubtedly conforming to a national expectation, to achieve a considerably higher level of education.

Social Attitudes Inventory

In a way analogous to the high coping scores the Stage I children had given themselves, the children in Stage III confidently rated themselves highly capable in dealing with problems of Task Achievement, Authority, Interpersonal Relationships, and Anxiety. They stood at the top rank, internationally, for their self-reported effectiveness in dealing with Interpersonal Relations. They stood third highest on Task Achievement and Anxiety; fourth highest on Authority and on Aggression (this was in the average range). Their Total Score across all five areas of behavior put them second from the top, internationally, for self-ascribed effectiveness in dealing with problems.

Views of Life

Contrary to their high self-appraisal on the Social Attitudes Inventory, the fourteen-year-olds in the Chicago area had only one score above the international midrange on this somewhat less obviously self-descriptive questionnaire. On the View of Life scale more than ninety percent of them said that life is hard and complex. They were below average on four other scales. They preferred to wait and see rather than act directly to correct a problem. They felt it is better to work slowly rather than fast. They tended to feel that work is something that has to be done, that it must be endured rather than enjoyed. More than forty percent of them would rather be told what to do than take action on their own initiative. They were among the bottom two or three countries on these scales. On the Self-Concept scale, they were also second lowest of all countries, fifty-five percent of them saying that they don't have enough self-confidence and are not satisfied with themselves. Their Total Score was third lowest of the national samples.

Sentence Completion

The Stage I version of this instrument had only a few significant correlations with performance and behavior criteria among the ten-year-old Chicagoans, but a much greater number of significant correlations at the fourteen-year-old level. The Stage III instrument showed a number of significant correlations at age ten and a substantial number at age fourteen. There was one paradoxical reversal at the fourteen-year-old level. In Stage I, the Coping Effectiveness scores on the Task Achievement items straightforwardly correlated in a positive direction with the criteria. In the Stage III sample, there were some significant correlations but they were negative, suggesting that these academic achievement items aroused some negativism in the fourteen-year-olds. Overall, though, the validity of the instrument in Chicago improved from a modest level at Stage I to a better level at Stage III. Consequently, in the case of discrepancies in the findings from Stage I and Stage III, the Stage III findings probably should be given somewhat more credence as a description of the true attitudes and behavior of the youth of Chicago.

On the Task Achievement items, the Stage III sample stood highest internationally on Engagement and Aid/Advice; second highest on Stance. This was similar to, but even higher than, the standing of the Stage I sample. They ranked second highest internationally on Neutrality of Affect and lowest of all national samples on both Hostile and Depressive Affect, just as was the case in Stage I.

In Interpersonal Relations, they stood just above average on Stance and at the lower end of the midrange on Engagement and Aid/Advice. This was almost identical with the average standing of the Stage I sample. Affectively, they reacted most of the time in a Neutral fashion, ranking second highest for this characteristic. They stood about average on their expression of Depressive Affect and below average in expressing either Positive or Hostile Affect.

In dealing with Authority, they got the second lowest score for Engagement although they had average scores on Stance and Aid/Advice. They ranked second highest internationally on Neutral Affect and Positive Affect with an average standing on both Hostile and Depressive Affect. This profile more or less resembled that of the Stage I sample, which ranked a little below average on Stance, average on Engagement and above average on Neutral Affect.

When it came to the Anxiety items, however, these children did not manage nearly as well. They ranked at the bottom of all countries on Stance and second lowest on Engagement and Aid/Advice. The unemotional practicality they displayed in dealing with the first three behavioral areas deserted them here. They ranked third lowest on Neutral Affect and third highest on Depressive Affect, although they also had slightly above average rank on Positive Affect and slightly below average on

Hostile Affect. Their Attitude score, also, was a little below average, the only area of behavior where this was true. This pattern is very similar to the one in the Stage I sample, which ranked below average on both Stance and Engagement.

In reacting to the problems of Aggression they ranked third lowest on Engagement and on Aid/Advice (at the bottom of the international midrange); this, despite the fact that their Stance score put them at the very top of the international midrange, second highest of all national samples. They were just average for Neutral Affect and Hostile Affect; slightly below average on Depressive Affect and the lowest of all national samples on Positive Affect. Their modest level of adequacy in dealing with Aggression was in considerable contrast to the Stage I sample who had earned first or second rank on Engagement and Stance.

Averaging across behavior areas put this Chicago sample right in the middle of the international array on Stance, Engagement and Aid/Advice. They stood in the middle on Attitude and Positive Affect, slightly below average on Hostile and Depressive Affect, but second highest of all national samples on Neutral Affect. Thus, except for their notable lack of comfort and skill in dealing with feelings of Anxiety, they coped adequately with the other kinds of problems, standing at or near the international average. They were much more neutral than most national samples in their response to problems, tending to take action rather than express emotion.

They ranked third highest in the way they felt their parents viewed them and second highest on the three variables describing Interactions with Parents. In short, they report pleasant, constructive relationships with their mothers and fathers and they feel that their parents view them in a favorable light.

Story Completion

In Stage I, the ten-year-olds from the Chicago area showed almost no correlation between the Coping Effectiveness scores on their stories and performance criteria. The fourteen-year-olds, however, showed an appreciable number of such correlations. In Stage III, the revised Story Completion showed a considerable increase in correlations with the criteria at age ten; and somewhat stronger correlations at age fourteen, particularly on Stories Three (Aggression), Five (Teacher Authority), and Six (Anxiety). On Story Two (Interpersonal Relations) and Story Seven (Nonacademic Task Achievement), however, the correlations with the criteria, where they were significant, were negative, suggesting that the adolescents may have found these too simple or became annoyed at them. In general, the Stage III findings, when both ages are combined, appear more likely to represent real characteristics of the Chicagoland youth.

Their Mean Scores on the coping style variables were in the average range, internationally, as had been the case in Stage I. The only exception was their below-average rank on Stance. Their Response Length was at the bottom of the midrange, in sixth rank.

They had the lowest rank for expressing Positive Affect of any national sample, an average rank for Negative Affect and below-average rank for Total Affect. As in the Sentence Completion, they tended to portray actions without much emotionality.

There was wide variation, however, among their reactions to the different stories. Their "average" rank, overall, was the product of some extremely high and some extremely low scores. They portrayed quite ineffectual responses to the Academic Task in Story One; although they dealt with the misunderstood school assignment in Story Five in a reasonably effective manner. On Story Two, about making friends in a new neighborhood, they ranked lowest or second-lowest on Stance, Engagement, Initiative and Aid/Advice; slightly better on Solving; and just above average on Implementation. They were quite unemotional on Stories One and Two; but definitely not positive in their feelings.

On Story Three, about the boy who was pushed, they showed average to below-average coping skills but a great deal of negative feeling -- much more than any other national sample.

On Story Seven, about repairing the broken toy, on the other hand, they ranked highest, internationally, on Initiative, Aid/Advice, Solving, and Implementation; average on Stance and Engagement. They dealt quite unemotionally with this problem.

Thus, their attitudes and their coping skills varied quite markedly from one problem to another.

Summary

These young people from the Chicago region express hopes of attaining a high level of education. They dealt effectively with achievement problems in the Sentence Completion and gave themselves a high rating on this score in the Social Attitudes Inventory. Their handling of achievement problems in the Story Completion was less effective, however. Their Views of Life profile, however, revealed a considerable lack of enthusiasm for work and a less than impressive degree of initiative. They felt that life is hard and complicated; and they expressed a relatively low degree of self-confidence.

Their career values showed this same relative lack of independence and a lack of the vigorous self-assertion that is implied in the desire for Creativity or Prestige. Rather, they want secure jobs, stressing human service.

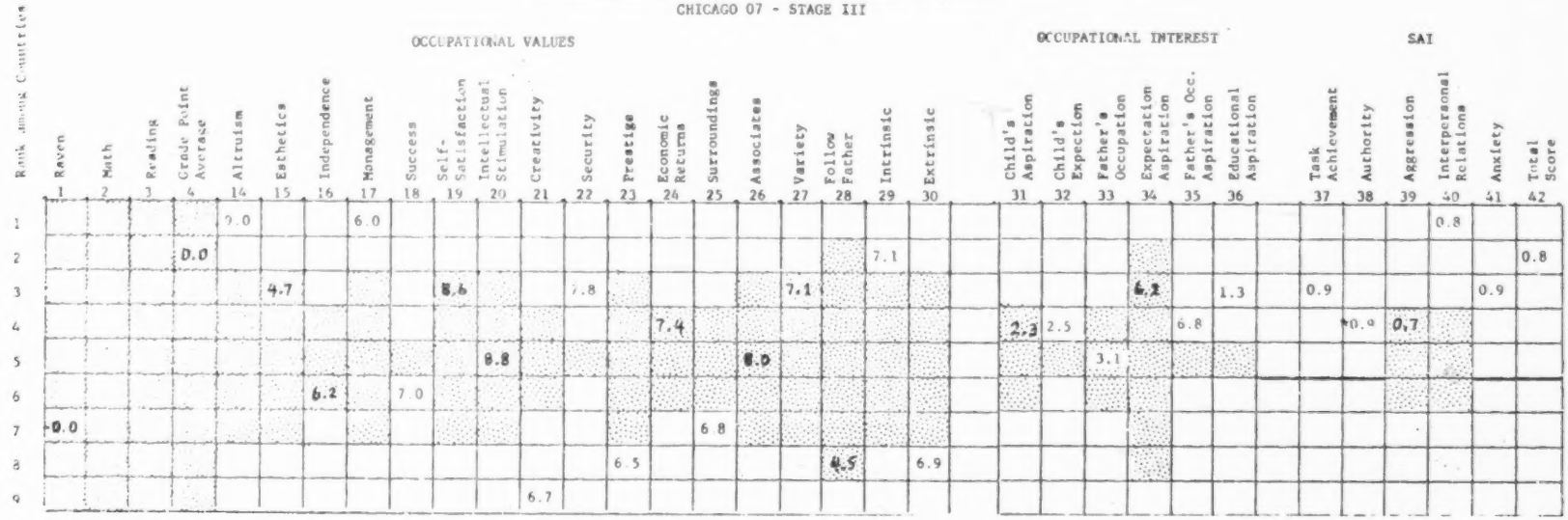
They are less averse to managerial power than the children of other countries; but it is low on their list. They want work they can enjoy, through variety, esthetic outlet or self-satisfying performance opportunities.

Thus, they are not aspiring entrepreneurs. Their moderate hopes for occupational mobility puts them just above the international average; but they seem to expect to achieve this modest rise by being nice to people, doing what they are told, and generally acting like "organization men." They accept the fact that work must be done but they don't find it very enjoyable (Views of Life). Their actual coping skill ranged from good to just adequate, on the several measures of Task Achievement. This middle-of-the-road performance seems likely to continue in their future careers: not bad, but not strongly motivated or self-initiated enough to achieve many outstanding results.

While they expressed pleasure about their relation with their parents (Sentence Completion), something has impaired their self-confidence (Views of Life). In particular, they lose their emotional poise and practicality when hit by experiences that arouse even fairly strong anxiety (Sentence Completion), although consciously they think they can handle it (Social Attitudes Inventory). They reacted a little better, in some ways, to the Anxiety stimuli in the Story Completion, but still tended to rank below average in most aspects of coping skills; and their anticipation of success ranged from average to very low.

The possibility seems more than slight that the somewhat passive, somewhat uncertain, limited degree of enterprise they display in many aspects of the data may be limited precisely because they are vulnerable to anxiety and do not know how to cope with it too well. Taking into account the happy home lives they report (as a group, of course) it is worth asking the researchable question, whether they are too little experienced in dealing with the extra-familial world to give them skill and reasonable confidence of thrust on their own in the world at large. This could make them just apprehensive enough to restrict their willingness to take risks, thus keeping the realization of their potential down to the respectable but modest level of coping skill they demonstrate.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
CHICAGO 07 - STAGE III



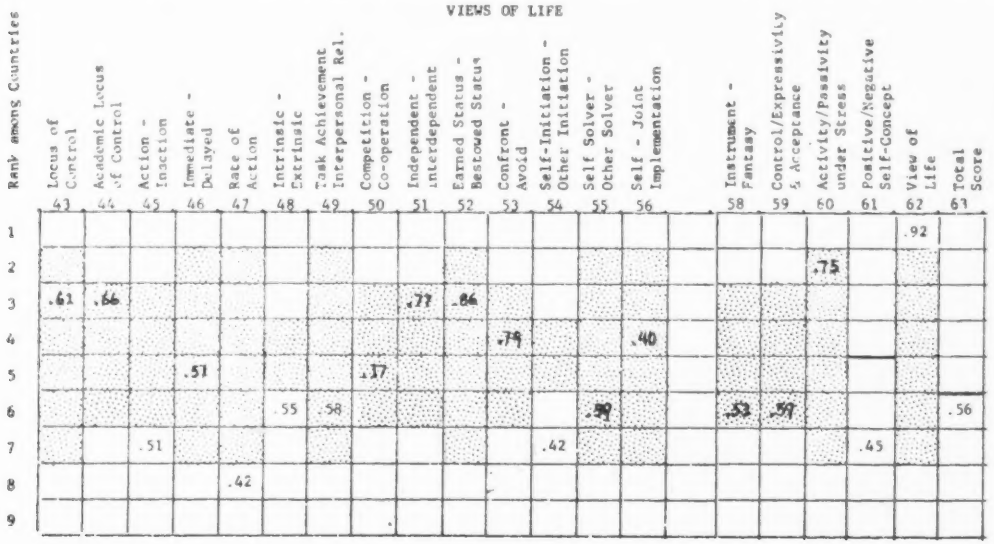


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
CHICAGO 07 - STAGE III

STORY COMPLETION

STORY ONE

Rank among Countries	Stance 121	Engagement 122	Initiation 123	Aid/ Advice 124	Solver 125	Implementation 126	Outcome 127	Evaluation of Outcome 128	Response Length 130	Positive Affect Hero 131	Negative Affect Hero 132	Total Affect Hero & Others 133	Instrumentality 134
1													
2													
3													
4		1.4							63.0				
5													
6													
7					2.1	2.1		1.9			0.2		
8			2.1	1.4			2.2					0.3	
9	1.4									0.1			0.8

STORY TWO

Rank among Countries	Stance 135	Engagement 136	Initiation 137	Aid/ Advice 138	Solver 139	Implementation 140	Outcome 141	Evaluation of Outcome 142	Response Length 144	Positive Affect Hero 145	Negative Affect Hero 146	Total Affect Hero & Others 147	Instrumentality 148
1													
2													
3													
4						2.0					0.3		
5									59.4				
6							2.5	2.4					
7					2.2								
8		1.7										0.7	1.1
9	1.9		2.4	1.8						0.1			

STORY COMPLETION

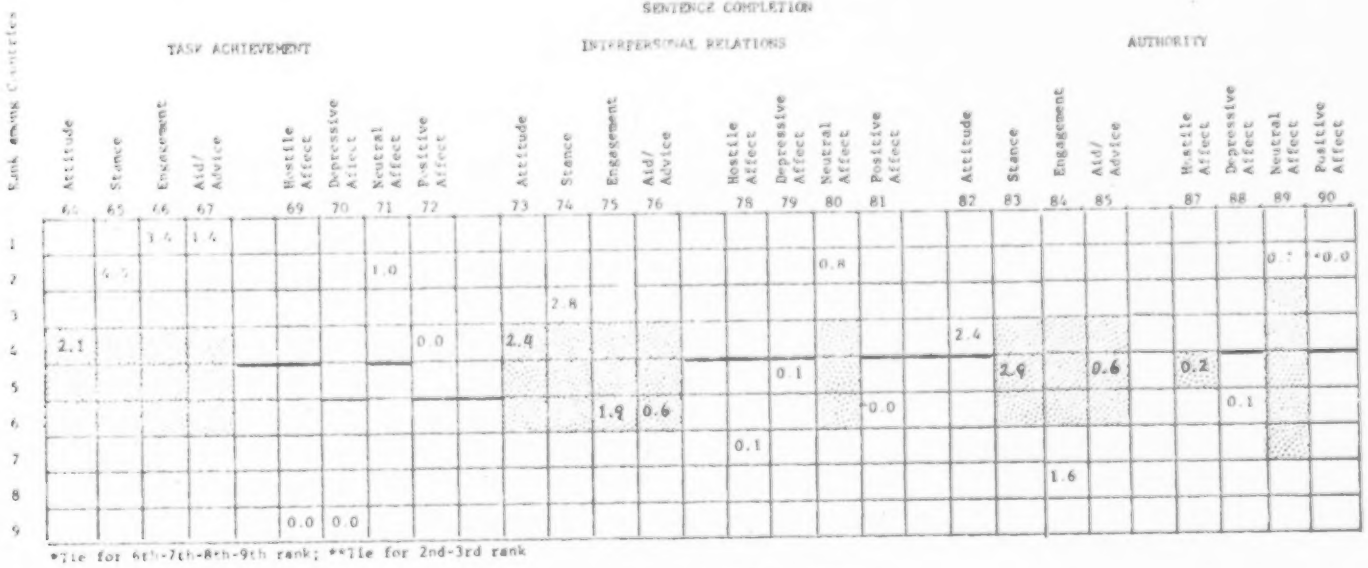
STORY THREE

Rank among Countries	Stance 149	Engagement 150	Initiation 151	Aid/ Advice 152	Solver 153	Implementation 154	Outcome 155	Evaluation of Outcome 156	Response Length 158	Positive Affect Hero 159	Negative Affect Hero 160	Total Affect Hero & Others 161	Instrumentality 162
1											0.9	1.7	
2													
3													
4								2.0					
5		1.2	1.9	1.2									
6	1.8						1.8						
7													0.7
8					0.6	0.5			52.4				
9										0.0			

STORY FOUR

Rank among Countries	Stance 163	Engagement 164	Initiation 165	Aid/ Advice 166	Solver 167	Implementation 168	Outcome 169	Evaluation of Outcome 170	Response Length 172	Positive Affect Hero 173	Negative Affect Hero 174	Total Affect Hero & Others 175	Instrumentality 176
1				1.5									
2													
3			2.9										
4							2.5	1.9					
5	1.9	1.9											
6									62.8				
7					1.9	1.9							
8											0.4	0.7	
9										0.1			1.1

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
CHICAGO 07 - STAGE III



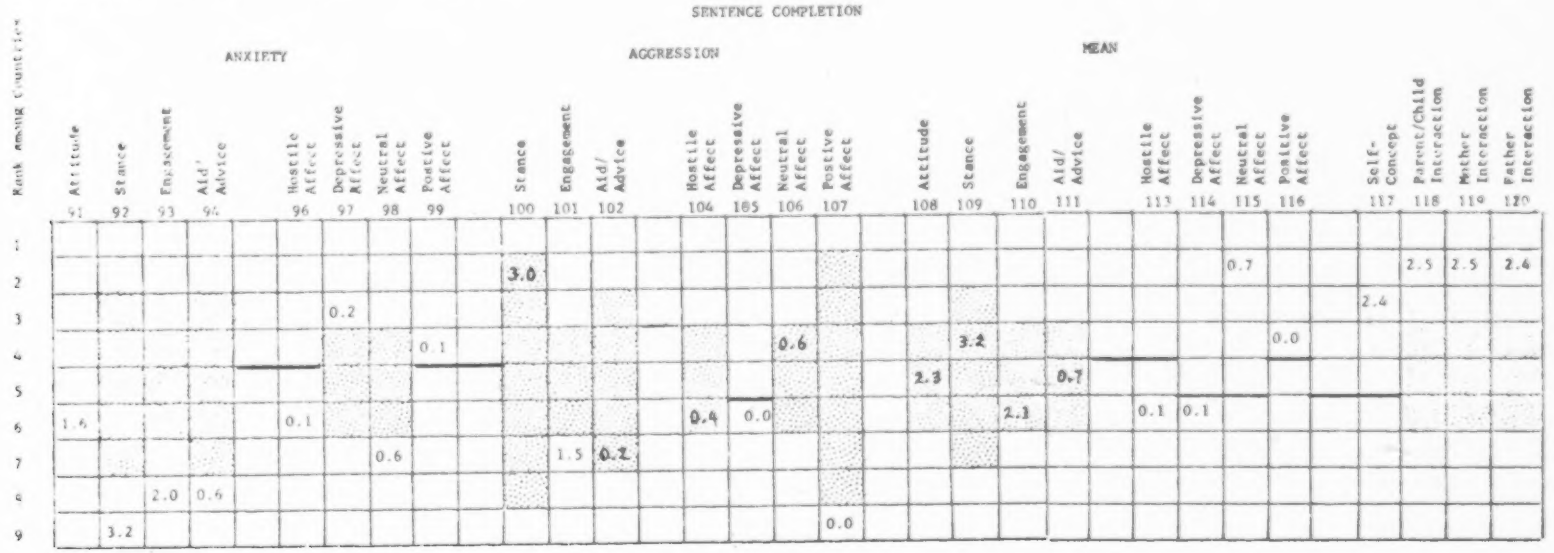
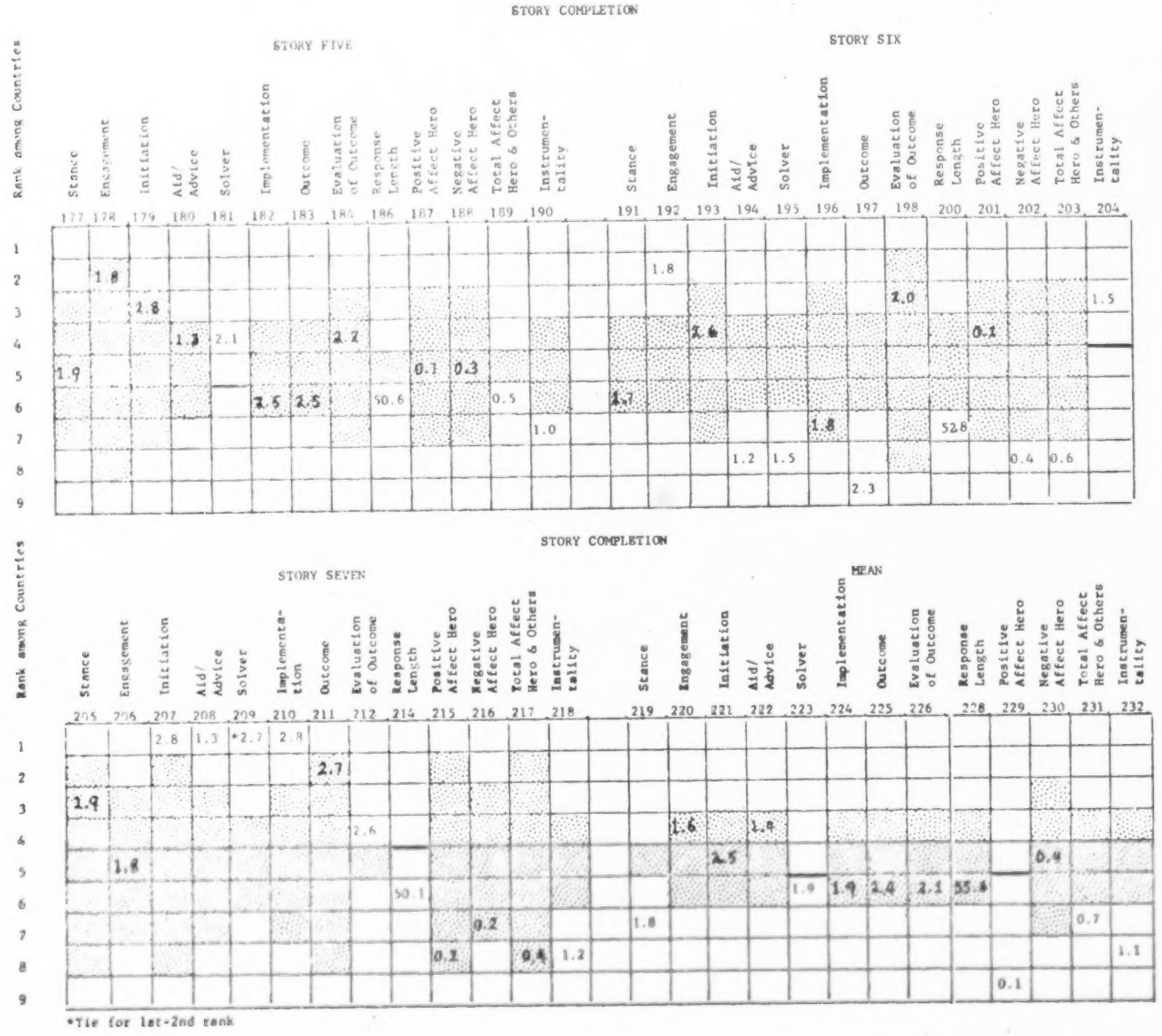


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
CHICAGO 07 - STAGE III



*Tie for 1st-2nd rank

AUSTIN

Occupational Values

The Stage III sample from Austin, Texas, stood out from the other countries in having a strongly hedonistic set of values. They ranked second highest in their concern for Pleasant Associates, Pleasant Surroundings and artistic (Esthetic) careers. They were third highest in their concern for Economic Returns and above average in their concern for job Security. They ranked second lowest of all national samples in their concern for Independence (this was really low, even internally), Success, Intellectual Stimulation, and Creativity. Internally, they gave first and second rank, respectively, to Intellectual Stimulation and Self-Satisfaction as career values but this put them only at the midpoint of the international range in the first case, and second lowest in the second case.

There were more differences from the Stage I profile than occurred in any other national sample except Italy. There was a marked drop in Altruism from second highest to sixth rank, internationally. Similarly, the Stage III children gave less importance to Self-Satisfaction, Intellectual Stimulation, Management, and Follow Father. They gave some greater importance to achieving Prestige (this rose from second lowest to middle rank) and to Pleasant Surroundings (this rose from the middle range to the second highest rank). Thus, by 1969 the children of Austin were showing much greater preoccupation with personal pleasures and rewards; much less concern for Altruistic considerations or for Intrinsic interests in their work, per se. It is almost as though the Texas youth had become disillusioned with the humanitarian values. If this had any connection with the acute social dissension going on during those years over the Vietnam war and issues of civil rights, the impact was much greater on the feelings and values of the Austin children than was true in the Chicago area. The differences in Austin appear too large to be due to accidents of sampling, as far as is known. The evidence of rather strong stability in almost all other samples indicates that sampling accidents did not have marked effects anywhere else. Whereas in Stage I the value profiles in Austin had been almost a duplicate of the profile in Chicago, in Stage III there were a number of large differences.

Nonetheless, the American children in both parts of the country show certain value emphases in common. They are much more concerned with Security than with opportunities to achieve strong occupational mobility. They care less about Independence from close prescription of work procedures than the children in most other countries. They are much less concerned about the chance to be creatively original. Although they do give high place, internally, to such intrinsic work incentives as Self-Satisfaction and Intellectual Stimulation, even this makes them only average or below average, internationally, on these values. In short, compared with the children in most other countries, the American

children in both Chicago and Austin show much less achievement motivation than the children in most other countries. This is particularly true in Austin.

Occupational Interests

In a way quite similar to the Stage I sample, the Stage III children of Austin ranked third lowest in their Occupational Aspirations (up from a bottom rank in Stage I) and at the bottom of the international array in their Occupational Expectations. As in Stage I, however, they expressed very high Educational Aspirations, rising from the third rank occupied by the Stage I sample to top rank in Stage III, internationally. Indeed, their score was so high that it indicated that almost all of the children aspired to at least some college education and most of them wanted four or more years of college. They ranked third lowest, just as in Stage I, in the degree of ambition they displayed for rising above their Fathers' Occupational levels. Since the Occupational Expectations they stated were only slightly higher than the actual, present level of their fathers' occupations, this indicates an extremely limited expectation of occupational mobility. Indeed, the means of the two social class groups, shown in Figure 5 for this Variable 32, reveal that the upper-middle class children actually expect an occupational level which is slightly lower than the present level of their fathers' occupations. The skilled working class youth aspire to some upward mobility, but still less than the international average for children of working class origin. All in all, the Occupational Interests data strongly confirm the impression from the Occupational Values data that the children of Austin are strongly inclined to settle for the status quo, occupationally. They are much less interested in possibilities for individual advancement and recognition than in the pay, security, and fringe benefits of future jobs.

Social Attitudes Inventory

They were quite optimistic, nonetheless, in describing their competence in dealing with problems of Task Achievement when directly asked to appraise themselves on this. They also reported more than average effectiveness, internationally, in dealing with anxiety-arousing issues, although they ranked at or slightly below average in the other three areas of behavior. Overall, their total score placed them a little above the international average for self-ascribed coping effectiveness.

This pattern resembles the Stage I findings but is a little more on the positive side.

Views of Life

They had the second highest rank, at the very top of the international midrange, for viewing life as hard and complex. The only other scales on which they stood out distinctly from the other national samples put them at the (bottom) extreme of the international array for preferring good personal relationships to task achievement, if forced to the choice; much inclined to let others initiate problem solutions; strongly preferring to implement problem-solving actions jointly with others, rather than on their own initiative; and a majority of them stated a greater inclination to daydream than to take instrumental action when confronted with problems. They were second lowest of all national samples on the Intrinsic motivation scale, definitely seeing work more as something to be endured than to be enjoyed; a matter of obligation, not voluntary commitment. While just within the international midrange, they also ranked second lowest in their generalized sense of being able to control their fates; for preferred rate of action; and for figuring out solutions themselves, as compared with looking to others for ideas. Their Self-Concept score was slightly on the negative side, just below the international average. Their Total Score across all scales was lowest of all national samples, definitely indicating a quite passive, other-dependent style of behavior, with very little interest in work achievement compared to the children of the other national samples.

Sentence Completion

When faced with specific challenges of Task Achievement on this instrument, nonetheless, the children of Austin ranked above average on Stance, Engagement, and Aid/Advice. Close to ninety-six percent of the time they did this in a totally unemotional way. When they did express any affect, it was much less than the international average. On the Attitude items, where they were directly asked how they felt about tasks, their responses put them at the bottom of the international midrange, very close to the neutral midpoint of the absolute scale.

This pattern was not very different from the pattern of the Stage I sample which had ranked at or slightly above the middle of the international range.

Their Attitude toward the Interpersonal Relations items was quite positive and put them second highest of all national samples. Their actual effectiveness was only moderate, however. They ranked in the middle on Stance, Engagement, and Aid/Advice. They tended to be more neutral, affectively, than most national samples and somewhat less given to either Hostile or Depressive Affect. This was exactly the same pattern as had been found with the Stage I sample.

In reacting to Authority, however, although they had the second highest rank for expressed Attitude, their standings on Stance, Engagement, and Aid/Advice were at the bottom of the international array on two of the three variables and third lowest on the Engagement scale. They showed much more affect here than in the first two areas of behavior, most of it Negative. They were slightly above the international average on Hostile Affect and Depressive Affect; toward the lower end of the midrange on Neutral Affect. They did stand highest of all on expressions of Positive Affect but these amounted to no more than one percent of their responses. (Positive Affect was very rarely expressed toward Authority problems by children in any country.) This pattern was quite similar to that found in Stage I, just a little bit lower on Stance and Engagement. As was observed in the report on Stage I, while the children of Austin appear to respect Authority (Attitude scale), they do not enjoy their encounters with people in authority and they do not show as much coping ability as the children in almost all of the other countries.

They did not at all like being faced with anxiety-arousing problems. They ranked second lowest of all national samples on Attitude and highest on Depressive Affect. They ranked lowest of all on Neutral Affect. The ten percent of the time when they expressed Positive Affect put them at the top of the international array and the even smaller percentage of expressions of Hostile Affect put them at the lowest rank, internationally. Clearly, when made to feel anxious they rarely react in an antagonistic manner. Rather, they feel depressed or they may attempt to placate those around them by expressing positive feelings. Their coping scores put them below average (third lowest) on Engagement, at the bottom of the midrange (third lowest) on Stance, and low-average on Aid/Advice. This pattern was very similar to the one found in Stage I. Overall, the children of Austin are less able to cope with anxiety than the children of most other countries, both in their feelings and in their actions.

In dealing with Aggression, on the other hand, their coping actions fell within the average range, as did their emotional reactions. This was very similar to the standing of the Stage I sample, except that the Stage III children less often showed completely Neutral Affect. Averaging across all five areas of behavior, their rank on the coping skills of Stance, Engagement, and Aid/Advice put them in the middle of the international array, though at the bottom end of that midrange in the case of Stance and Aid/Advice. Their Attitude ranked a little above the international average as did their scores for Neutral Affect and Depressive Affect. They were just slightly below the midpoint on the Hostile Affect scale and at the top on Positive Affect (a category with extremely low frequencies in all the countries). This middle position among the national samples was almost exactly the same as in the Stage I sample. They dealt quite well with Achievement problems; adequately with Interpersonal Relations and Aggression; but rather poorly with Authority relations and experiences of Anxiety.

The Sentence Completion Coping Effectiveness scores correlated positively with the performance and behavior criteria in both Stage I and Stage III. In Stage I, the smallest number of such significant relationships was observed among the ten-year-olds. The fourteen-year-olds showed a considerably stronger pattern of positive correlations with the achievement measures, particularly in the case of the Attitude items, the Task Achievement items and the Mean Coping Effectiveness scores across all behavior areas. In Stage III there was a considerable increase in the number of significant relationships at age ten and a consistent pattern of positive correlations at age fourteen. As with many of the other countries, these correlation data (described in detail in Volume VI) suggest that the Stage III findings probably are the best representation of the real characteristics of the Austin youth.

Story Completion

The Story Completion in Stage I showed a general pattern of positive correlations with performance criteria at the ten-year-old level but very little relationship to the performance measures at the fourteen-year-old level. The apparent validity of this instrument was actually reduced in Stage III in Austin. Although there were still a number of positive correlations between the Coping Effectiveness scores and the achievement criteria at age ten, at age fourteen these positive correlations almost disappeared and there were even some significantly negative correlations. Response Length did correlate significantly with the performance criteria at both age levels. Taking all the children in the Stage III sample together, it would appear one should not take very seriously the psychometric scores on this instrument, at their apparent meaning. While the Austin children ranked third highest in Response Length for all stories taken together, they had very low rank on most of the coping style dimensions. They were lowest on Aid/Advice and Implementation; second lowest of all countries on Initiation, Solving, and Successful Outcome. They were just below average on Stance and Engagement. They ranked highest of all national samples on Instrumentality. Putting this together with their low scores on the other aspects of coping behavior, it would appear that they not only told longer stories but interposed additional problems, or tried more than one way to solve a problem, without achieving success as often as did the children in most of the other countries. They were above average in the expression of Positive Affect, at the lower end of the midrange in expressing Negative Affect and right at the international midpoint for the total amount of emotion they expressed in their stories.

This pattern was extremely similar to the low standing of the children in the Stage I sample. Both from the weak validity of the Stage III scores among the fourteen-year-olds, and also from many observations made during the administration and the scoring of the stories, it was clear that many of the fourteen-year-olds found the stories annoyingly "childish," or expressed a more general, negative attitude toward school and adult demands by telling nonsensical or deliberately ineffectual stories. The instrument can be taken at face value in Austin only for the ten-year-olds in Stage I and, with many more reservations,

for the ten-year-olds in Stage III. Thus, the mean scores across both age groups almost certainly make the Austin children look worse than their actual coping behavior would warrant. In one sense, though, this very display of negativism and alienation from the kind of adult demands this instrument represents, reveals a negative attitude which is widely reported among fourteen-year-olds in the United States, particularly in the school setting.

Summary

The hedonistic career values displayed by the children of Austin, particularly in Stage III, and their willingness largely to settle for the status quo in the career levels they hope to achieve, might be interpreted simply as a shift to a new set of less materialistic values which might be equally as enriching and satisfying as the more traditional, achievement-oriented value system. Indeed, in their most conscious self-reports (in the Social Attitudes Inventory) they say that they do well at assigned tasks.

There is a lot of evidence, however, that such an interpretation simply is not accurate. Although, in the Sentence Completion data, they coped quite well when confronted with achievement tasks, thus demonstrating that they have the capacity to do so, in their responses to the Views of Life they stood out from almost all of the other national samples on a number of attitudes that contradict the "acceptable alternative" theory about their career values. They report frankly that they don't really enjoy work; it's a chore, not something to be liked. They prefer to socialize rather than work for achievement; and if they do achieve, they prefer to do it in company with others, not by their own, individual efforts. They prefer to let someone else start things and figure out how to handle problems. More than half of them feel that their fates are out of their own hands. Their reaction is often to daydream, by their own admission, rather than try to solve problems.

Adding up this evidence, it looks as though they can cope effectively with tasks if they have to but they feel relatively little positive, intrinsic motivation to do so. Their feelings about authority are undoubtedly not irrelevant to this issue. Even their own self-ascribed ability to cope with people in authority is not entirely satisfactory (Social Attitudes Inventory) and they are demonstrably less than adequate when they tackle such relationships (Sentence Completion, Story Completion).

Moreover, their less than average ability to cope with Anxiety (Sentence and Story Completion) belies their optimistic self-report (Social Attitudes Inventory) that they can handle it. Rather than counterattack with hostile feelings they get passively depressed when made to feel anxious (Sentence Completion).

When these features of their behavior are coupled with their own statements that life is hard, complicated and beyond their control (Views of Life), this lack of ability to cope with anxiety suggests several things: (1) Their acceptance of the status quo, occupationally, is not a matter of simple contentment. Rather, it looks like a passive way of avoiding risky challenges in a larger world where they do not know how to cope and therefore do not want to try to cope on their own. (2) They have not just been sheltered, although they report happy parental relations and positive evaluations from their parents (Sentence Completion). They show more emotion (and more negative feelings) about their relationships with people in authority than about almost any other problems. They confront or deal with authority figures in a self-reliant, self-confident, constructive way less often than do the children of almost any other country (Sentence and Story Completion).

Thus, their relatively limited coping skill is something they quite frankly do not like. Its origins seem likely to lie in relationships with authority figures (parents?, teachers?, "the establishment"?) which makes them feel anxious and unable to stand on their own feet. This rather sounds like the effect of an authoritarian system where the authoritarianism is confusingly disguised, "hidden" or couched as rule conformity rather as the open exercise of personal, individual power which is much easier for children to identify and combat as they grow up. The logical remedy would be to give them new, better relationships with authority figures which gradually give them practiced skill and justified self-confidence in their power to deal with life in a self-determined, self-reliant way. As this increased their sense that they could control their own fates, it seems likely that they would find more incentive to work closer to their capacities, and to want to achieve more strongly than they now do.

Educationally, what they very much need are experiences that will help them discover the joys of competence for its own sake and the confidence to take life into their own hands. There are at least two important reasons for suggesting a serious, concerted educational effort to improve the coping effectiveness of these young people. First, it seems an essential step in correcting the sense of helplessness they reveal and the vulnerability to anxiety they display. Second, as the next generation of shapers and managers of the American economy, they will be in a most unfavorable position to compete effectively with the more highly motivated, vigorously productive people in the other countries represented in this study, unless they get their own mainsprings wound up.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
AUSTIN 08 - STAGE III

OCCUPATIONAL VALUES | OCCUPATIONAL INTEREST | SAI | VIEWS OF LIFE

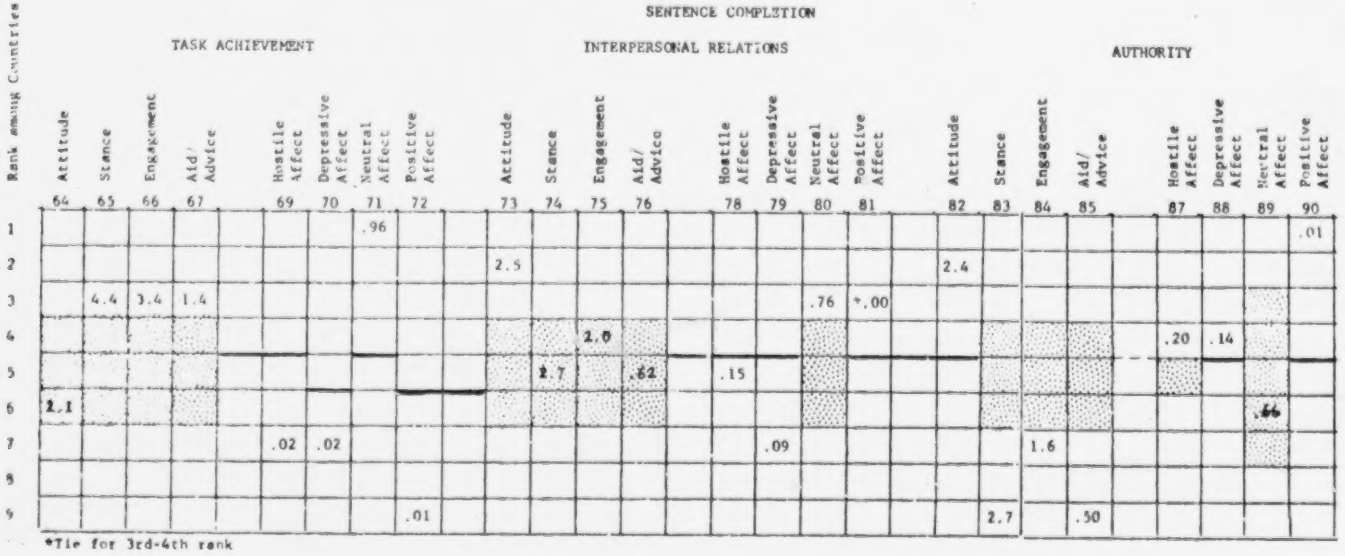
Rank among Countries	Raven 1	Math 2	Reading 3	Grade Point Average 4	Altruism 14	Esthetics 15	Independence 16	Management 17	Success 18	Self-Satisfaction 19	Intellectual Stimulation 20	Creativity 21	Security 22	Prestige 23	Economic Returns 24	Surroundings 25	Associates 26	Variety 27	Follow Father 28	Intrinsic 29	Extrinsic 30	Child's Aspiration 31	Child's Expection 32	Father's Occupation 33	Expectation Aspiration 34	Father's Occ. Aspiration 35	Educational Aspiration 36	Task Achievement 37	Authority 38	Aggression 39	Interpersonal Relations 40	Anxiety 41	Total Score 42
1																										1.3							
2						4.8										7.7	8.4				7.1							.93					
3															7.6																		
4								5.4					7.6					7.0	5.3													85	.83
5										8.4				6.9											6.1						.80		
6					7.9																								.86	.72			
7			-.04																			2.7		3.1		6.5							
8		-.10					5.9		6.3		8.5	7.1								6.9													
9	.08			-.08																			2.8										

VIEWS OF LIFE

Rank among Countries	Locus of Control 43	Academic Locus of Control 44	Action - Inaction 45	Immediate - Delayed 46	Rate of Action 47	Intrinsic - Extrinsic 48	Task Achievement Interpersonal Rel. 49	Competition - Co-operation 50	Independent - Interdependent 51	Earned Status - Bestowed Status 52	Confront - Avoid 53	Self-Initiation - Other Initiation 54	Self Solver - Other Solver 55	Self - Joint Implementation 56	Instrument - Fantasy 58	Control/Expressivity & Acceptance 59	Activity/Passivity under Stress 60	Positive/Negative Self-Concept 61	View of Life 62	Total Score 63
1																				
2																			.89	
3				.54				.19												
4																	.69			
5											.72					.63		.49		
6		.64	.55						.63	.82										
7	.50				.43	.52							.55							
8							.50					.40		.24	.46					.53
9																				

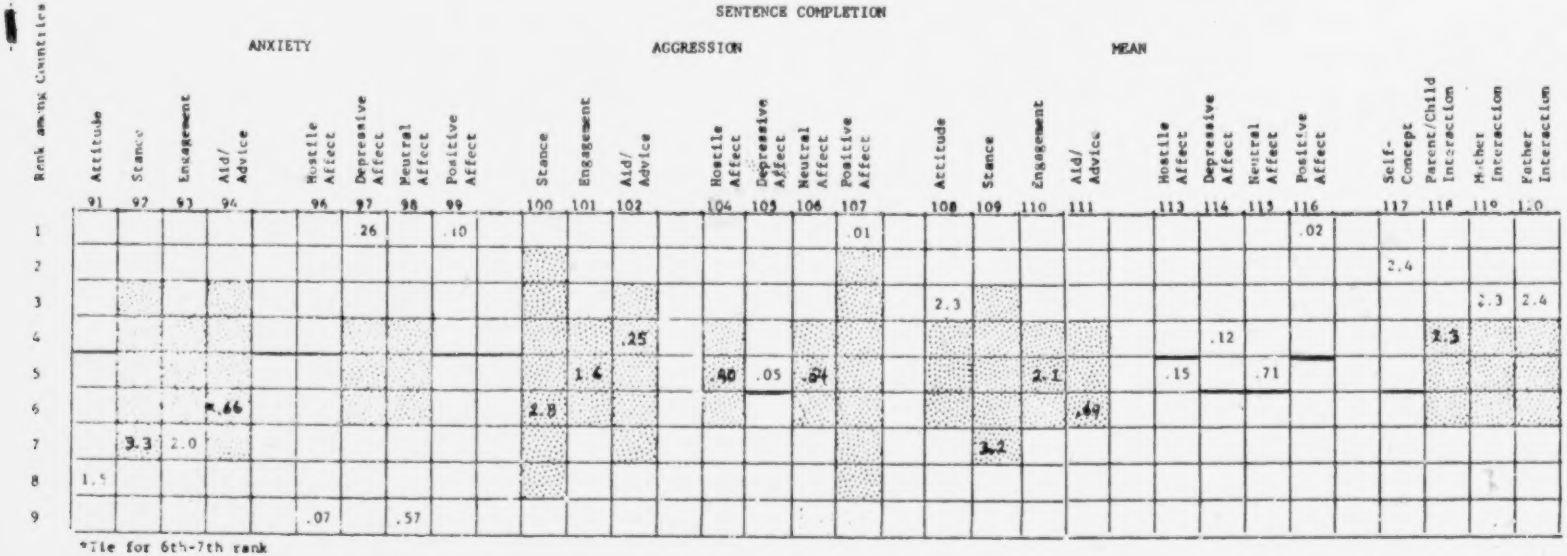
FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
AUSTIN 08 - STAGE III

SENTENCE COMPLETION



*Tie for 3rd-4th rank

SENTENCE COMPLETION



*Tie for 6th-7th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
AUSTIN 08 - STAGE III

STORY COMPLETION

STORY ONE

STORY TWO

Rank among Countries	Stance 121	Engagement 122	Initiation 123	Aid/ Advice 124	Solver 125	Implementation 126	Outcome 127	Evaluation of Outcome 128	Response Length 130	Positive Affect Hero 131	Negative Affect Hero 132	Total Affect Hero & Others 133	Instrumentality 134	Stance 135	Engagement 136	Initiation 137	Aid/ Advice 138	Solver 139	Implementation 140	Outcome 141	Evaluation of Outcome 142	Response Length 144	Positive Affect Hero 145	Negative Affect Hero 146	Total Affect Hero & Others 147	Instrumentality 148
1																										1.4
2									65.8																1.0	
3															1.8							65.1		.35		
4																							.28			
5	1.7										.23	.46	.84							2.6						
6																										
7										.12							1.8				2.4					
8		1.2						1.9						1.9		2.5			1.7							
9			2.0	1.2	1.8	1.8	2.1											1.9								

*Tie for 5th-6th rank

STORY COMPLETION

STORY THREE

STORY FOUR

Rank among Countries	Stance 149	Engagement 150	Initiation 151	Aid/ Advice 152	Solver 153	Implementation 154	Outcome 155	Evaluation of Outcome 156	Response Length 158	Positive Affect Hero 159	Negative Affect Hero 160	Total Affect Hero & Others 161	Instrumentality 162	Stance 163	Engagement 164	Initiation 165	Aid/ Advice 166	Solver 167	Implementation 168	Outcome 169	Evaluation of Outcome 170	Response Length 172	Positive Affect Hero 173	Negative Affect Hero 174	Total Affect Hero & Others 175	Instrumentality 176
1																										1.8
2															1.9											
3										.07											1.9	69.7				
4									62.2					1.9												
5													.77			2.9										
6		1.1									.38	.62								2.4			.18			
7			1.6		.92	.82	2.1										1.3							.47	.88	
8								2.0										1.7	1.7							
9	1.8			.98																						

*Tie for 3rd-4th rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
AUSTIN 08 - STAGE III

STORY COMPLETION

STORY FIVE

Rank among Countries	Stance 177	Engagement 178	Initiation 179	Aid/ Advice 180	Solver 181	Implementation 182	Outcome 183	Evaluation of Outcome 184	Response Length 186	Positive Affect Hero 187	Negative Affect Hero 188	Total Affect Hero & Others 189	Instrumentality 190
1													
2								2.2		.18			1.6
3									58.4		.36		
4												.74	
5													
6													
7		1.7	2.6				2.4						
8	1.8			1.1	1.6								
9						2.1							

STORY SIX

Rank among Countries	Stance 191	Engagement 192	Initiation 193	Aid/ Advice 194	Solver 195	Implementation 196	Outcome 197	Evaluation of Outcome 198	Response Length 200	Positive Affect Hero 201	Negative Affect Hero 202	Total Affect Hero & Others 203	Instrumentality 204
1								2.1		.17			1.7
2													
3		1.7											
4						1.9						.77	
5			2.5	1.2					8.6				
6					1.8		2.4				*.48		
7	1.6												
8													
9													

*Tie for 6th-7th rank

STORY COMPLETION

STORY SEVEN

Rank among Countries	Stance 205	Engagement 206	Initiation 207	Aid/ Advice 208	Solver 209	Implementation 210	Outcome 211	Evaluation of Outcome 212	Response Length 214	Positive Affect Hero 215	Negative Affect Hero 216	Total Affect Hero & Others 217	Instrumentality 218
1										.26			1.8
2				1.2				2.6	59.2				
3		1.8	2.8				2.7				.21	.59	
4													
5													
6	1.9					2.1							
7					2.3								
8													
9													

MEAN

Rank among Countries	Stance 219	Engagement 220	Initiation 221	Aid/ Advice 222	Solver 223	Implementation 224	Outcome 225	Evaluation of Outcome 226	Response Length 228	Positive Affect Hero 229	Negative Affect Hero 230	Total Affect Hero & Others 231	Instrumentality 232
1													1.4
2													
3									62.8	.18			
4													
5								2.1				.78	
6	1.8	1.6											
7											.36		
8			2.4		1.7		2.4						
9				1.3		1.7							

JAPAN

Occupational Values

The young people of Tokyo ranked at the top of all national samples in their concern for Independence, Self-Satisfaction and Pleasant Surroundings. They stood second highest in the value they gave to Intellectual Stimulation (this was the highest value, internally). They were above average in valuing Creativity. They ranked lowest of all national samples in their concern for Success or Prestige; second lowest in their concern for Security and Economic Returns. This profile was quite similar to the one in Stage I except for the marked rise in importance of Self-Satisfaction, a rise from sixth to fourth rank for Altruism, a rise from lowest to third lowest rank for Follow Father and a slight decline from sixth to last rank for Prestige.

Four of the five values where the Japanese were outstanding center around a strong drive for self-realization through independent thought and the development of satisfying mastery. They showed an almost vehement rejection of the materialistic concerns of money and security, with equally emphatic disinclination to pursue Prestige or high job status. The strong, traditional sense of beauty of the Japanese was reflected in the very high value they gave to having attractive surroundings in which to work.

Occupational Interests

They stood average in their Occupational Aspirations, slightly below the international midpoint in their Occupational Expectations. Indeed, since the average occupation level of their fathers was the highest of all national samples, this meant that they expect to occupy almost the same levels as their fathers. They ranked second lowest, too, in the degree to which their Occupational Aspiration exceeded their fathers' present status. Their Educational Aspiration, while college-oriented, ranked just below the international midpoint.

This profile was almost exactly the same as that of the children in the Stage I sample. These children of Tokyo appear to mean what they said in the Occupational Values instrument. They value the pursuit of the individual's intrinsic interests and capabilities far more than they do the external trappings of success. The relatively low importance they gave to following their fathers' occupations clearly did not refer to a desire for vertical mobility but rather to a freedom to choose kinds of work which satisfy the individual, regardless of family tradition.

Social Attitudes Inventory

While the great majority of them reported coping effectively with the various kinds of life problems, they were self-critical or modest enough to earn either the lowest or the second lowest rank in four of the five areas of behavior: Task Achievement, Anxiety, Authority, and Interpersonal Relations. They ranked average in dealing with Aggression. Overall, their score put them at the bottom of the international array in this self-descriptive measure of coping effectiveness. This pattern was highly analogous to the relatively low rank they assigned themselves for coping effectiveness in the Stage I instrument.

Views of Life

In describing their preferences and attitudes on this instrument they showed a profile of extremely high scores and extremely low scores. They ranked at the top, internationally, in their sense of controlling their own academic fortunes, for liking to take direct action when problems arise, for enjoying work, for maintaining judgment that is independent of adult orders, and for respecting effort and earned status rather than formal position. They were above average, also, in preferring to do things on their own initiative.

On the other hand, ninety percent of them felt that problems are solved better through cooperation than by competition, putting them at the international extreme on this scale. In considerable contradiction to their other indications of liking to take immediate, independent action when problems arise, they had the lowest score of all countries on Confrontation. That is, more of them than in any other country felt that there often are problems that are best ignored and that people should not worry about things they can do nothing about. This may be due to a kind of pragmatism which seeks to avoid the waste of time; but there does seem to be some element of uneasy avoidance of certain kinds of problems in their experience. Also, in apparent contrast of their liking for taking the initiative, they had the lowest rank of any national sample for wanting to generate or use their own ideas. Conversely, they more often said that they prefer to use other people's ideas or listen to their advice.

Decidedly contrary to the stereotype of the "inscrutable Oriental," the majority of them felt that a person should accept and express his feelings rather than be calm and emotionally controlled. On the other hand, when anxious or fearful, more of them than in any other national sample expressed a preference for staying still, doing nothing or ignoring the noxious stimulus.

Most notable of all the findings on this instrument was the extremely low self-regard these young people of Tokyo expressed. Three quarters of them said they were not satisfied with themselves and did not have enough self-confidence. This was twenty percent more negative responses

than given by the children of any other country. Some of the apparent contradictions in their profile on this instrument may, indeed, represent genuine internal conflicts among strongly held values. In any case, here, as in the Social Attitudes Inventory, these young people express strong misgivings about their own adequacy.

Their Total Score was at the midpoint of the international array but this is almost meaningless since it is an average of extremely high and extremely low scores.

Sentence Completion

In Stage I, the Coping Effectiveness scores of the ten-year-olds in Tokyo showed positive correlations with the Achievement criteria only in the case of the Authority and Interpersonal Relations items. This led to some positive correlations of the mean Coping score, across all areas, with both Achievement and Behavior Rating scales; but there were no significant relationships with the criteria in the case of the Task Achievement items, the Anxiety items or the Aggression items. In the Stage III sample, the Coping Effectiveness scores of the ten-year-olds showed a substantial increase in correlations with both the Achievement and Behavior Rating scales in the areas of Authority and Interpersonal Relations. The Task Achievement items still did not correlate with the criteria. The Anxiety and Aggression items actually showed some significant negative correlations with Achievement or Behavior Ratings. Thus, the Stage III instrument showed stronger relationships with the criteria, though not all in a single direction.

The fourteen-year-olds in Stage I showed some significant correlations of the Task Achievement Coping Effectiveness score with the Achievement and Behavior Rating criteria. The only other significant relationships appeared between the Aggression coping score and one or two of the Achievement scores; and between the mean Coping score and one of the Behavior Ratings. In Stage III there was a very substantial increase in the number of significant, positive correlations for the fourteen-year-olds in every behavior area except for Aggression. The Coping Effectiveness scores on Task Achievement and Authority showed a greater number of significant correlations with both the Achievement and Behavior Rating measures. The Interpersonal Relations Coping score rose from almost no significant correlations, to some significant correlations with both kinds of criteria. The same was true of the Anxiety items. Only the Aggression items failed to show any relationships to the criteria. The mean Coping Effectiveness score for all areas increased to a substantially larger number of significant correlations with both sets of criteria in Stage III.

As in many of the other countries, the score patterns in Stage III are likely to come closer to describing the actual behavior of the children than the scores in Stage I, particularly at the fourteen-year level.

Just as in Stage I, the Japanese children in the Stage III sample varied greatly from area to area of behavior in the level of Coping Effectiveness they demonstrated. With regard to Task Achievement they scored lowest of all national samples on Engagement and second lowest on Stance and Aid/Advice. They had the lowest rank for Neutral Affect and the highest rank for expressing both Hostile Affect and Depressive Affect. Their expressed Attitude toward tasks, however, was in the average range. This pattern was very similar to the one found in the Stage I sample. They did not portray themselves as absolutely inept. Their coping style scores were above the theoretical midpoints. Nonetheless, they made it perfectly clear that they often disliked tasks and had no more than a lukewarm attitude toward them.

As was remarked in the comments in the Stage I data, this is an extremely puzzling finding in view of the marked superiority of the Japanese children in the International Study of Educational Achievement. Moreoever, these are children of one of the most effectively productive societies in the modern world. It may be that these excessively modest claims for competence represent either a rebellion against the strong, universal pressures in Japanese society for academic achievement, or a certain sense of uneasiness or inadequacy in the face of the extreme demands for competence. Further study, in depth, is very much called for by these findings, which were observed in both Stage I and Stage III.

By contrast, in the area of Interpersonal Relations they achieved top rank on Stance, Engagement, and Aid/Advice, even though they had the second lowest Attitude score. Moreover, they scored second lowest for Neutral Affect, a little below average on Positive Affect, and second and third highest, respectively, on Hostile and Depressive Affect. Thus, they portray themselves coping skillfully with interpersonal issues but, at the same time, they reveal many more negative inner feelings than their outward success would otherwise tend to imply. This pattern was quite similar to that found in the Stage I sample.

In reacting to people in Authority they showed the second least Positive attitude, the greatest amount of Hostile Affect, the least amount of Depressive Affect and also the least amount of Affective Neutrality. They got top rank for taking a confronting Stance toward the person in authority but a bottom score for actually Engaging in actions calculated to work out a satisfactory relationship, and a somewhat below-average score on their independence of Aid or Advice in this situation. Their Affective profile was quite similar to that found in Stage I but there was a substantial difference on the coping style variables. In Stage I they had been in the average range on both Stance and Engagement. Clearly, they have strongly mixed feelings about relating to people in Authority and, on the whole, they deal with this problem in a style that ranges from just adequate to considerably less than adequate.

The Anxiety items gave them much less trouble or conflict. They scored at the top of the international midrange for Neutral Affect, and average for both Depressive and Hostile Affect. Their attitude was right at the international midpoint. Their Engagement score was a little above the international midrange; their Stance score ranked third highest, at the top of the midrange; and they ranked right at the midpoint on Aid/Advice. This was quite similar in many ways to the pattern in the Stage I data, where the Japanese children had scored at the top on Stance, Engagement, and Neutral Affect and at the bottom on Negative Affect. The Stage III sample were more emotional and expressed relatively more negative feelings but only to a degree that was average within the international array.

When confronted with interpersonal Aggression, they ranked at the top of all national samples on Stance, Engagement, and Aid/Advice. Their emotional reactions were just about as vigorously active as their choice of actions. They ranked third highest in expressing Hostile Affect, lowest in expressing Depressive Affect, and third lowest in Affective Neutrality. They fell within the upper end of the international midrange on expressions of Positive Affect. This profile was very different from that found in Stage I. In the earlier sample the children had very low scores on Engagement and Stance yet their affective expressions were within the average range. That pattern was interpreted as suggesting that the Japanese children were ill at ease when faced with direct aggression and might repress many of their feelings. Clearly, the children of the Stage III sample feel and act quite differently. Whether this is a secular trend over the years from 1965 to 1969 or whether some other reason exists, the Stage III youth took an aggressive counterattack when confronted with aggression from someone else and they generally carried it through to an effective resolution of the conflict. They did not just explode with anger. Rather, they took steps to reduce or remove the cause of the original aggression or they worked out a friendlier relationship.

The profile of mean scores put the children of Tokyo second highest on Aid/Advice and third highest on Engagement. This was quite similar to the standing of the Stage I sample, though even somewhat higher. Emotionally, they came out third lowest in Attitude, highest of all samples in the amount of Hostile Affect expressed, average for Depressive Affect,and at the bottom of the international array on Neutral Affect and Positive Affect. This pattern was extremely similar to that of the Stage I sample. The extreme differences in their coping styles from one area of behavior to another must be noted, however. They showed relatively poor coping skills in Task Achievement and in dealing with people in Authority. On the other hand, they had top scores, internationally, for coping effectively with Interpersonal Relations and with Aggressive encounters.

It seems almost inevitable that these young people of Tokyo must fairly often feel uncomfortable with themselves and be somewhat uncomfortable for other people to deal with. They have strong feelings which they do not really conceal. More often than in any other national sample, these can be hostile feelings. At the same time, they show a high degree of practical skill in dealing with other people of their own age, although not with people in authority over them. They manage experiences of anxiety quite adequately. As was noted in the observations about the Stage I data, there is often a distinct contrast between the way these young people feel about things and the way they act. Their attitude toward life in general is not very positive but they go at it with determined endeavor and considerable skill. Despite a good deal of discontent or resentment, they portray themselves acting in an effective, socially approved manner. The one notable exception to this is their relatively poor performance in the Task Achievement area. This is a puzzle which requires additional research to explain.

In general, though, these Japanese youth show a unique pattern among the national samples. They can simultaneously maintain an effective style of practical action and a complex of feelings and attitudes which are sometimes distinctly less than positive. In Western societies such compartmentalization usually generates strong internal stresses which lead to considerable psychic discomfort for the individual and, ultimately, a certain unpredictability or irrationality about some important aspects of his behavior. Whether this same consequence follows in Japanese society is something that would have to be examined very carefully. This kind of internal discontinuity, though, might explain some of the seemingly sudden, unexpected reversals in overt behavior which have been observed in the history of the Japanese people. This might help to explain, too, some of the disparities of behavior between formal social transactions and behavior "after hours," or in the home, which have also been reported by observers of the contemporary Japanese scene.

Story Completion

In Stage I, extremely few of the coping scores correlated with the independent criteria at either age level. A Coping Effectiveness score on the Interpersonal Aggression story (Story Eight) did correlate significantly with several of the achievement measures at age ten and with a smaller number of achievement and behavior rating measures at age fourteen. The only other positive correlations were between the Story Four scores and one each of the Achievement and Behavior Rating measures. None of the coping style scores, such as **Engagement, Initiation,** etc., correlated positively with the criteria.

In Stage III, scores on the revised instrument correlated much more often with the achievement and behavior criteria, but very often in an inverted direction. At ten, one or more of the coping style scores correlated with one or more of the achievement measures on every story.

The most positive relationship was on the Aggression Story Three. However, the peer reputation ratings correlated in a rather strongly negative direction with the coping scores on the stories. It is almost as though children who conformed to adult expectations by telling "successful" stories were likely to be either unpopular or not respected among peers. At fourteen, while this negative relationship between coping scores and peer reputation did not appear, there was a systematic pattern of negative correlations between coping scores and the school achievement measures. Judging from observations by the test administractors, it appears that many high achieving fourteen-year-olds resented this instrument as too childish for them and quite deliberately and negativistically made up stories which did not portray effective coping. Children whose school achievement was actually lower were more apt to tell "successful" stories. The net effect of these correlational findings is to suggest strongly that the scores on this instrument in Stage I should not be taken to represent the true behavior of the children; and in Stage III the scores cannot be taken to represent the children's behavior because they are correlated with performance in opposite directions at the two age levels. In short, this instrument simply was not and is not generally usable with the Japanese children, perhaps particularly in its psychometrically scored form. The Japanese research teams saw much useful information in the content of the stories when they were "clinically" read; but the scoring system often ignored or misrepresented characteristics which could be quite readily and reliably inferred from the stories by expert judges.

In the end, there seems little point to discussing the score profiles of the Japanese children except to note that they were high average in Response Length, a measure which did correlate significantly with the performance criteria at both age levels, particularly at age ten. It may also be worth noting that the Japanese children showed extremely little Affect in their stories, whether of a Positive or Negative kind. They ranked second lowest on these variables and lowest of all for Total amount of Affect expressed by all characters in the stories. Thus, even the fourteen-year-olds, who by their actions demonstrated an almost angry contempt for the instrument, did not overtly express the strong negative feelings which the characteristics of their story plots very clearly implied. In effect, the children at both age levels wore "poker faces" in responding to this instrument.

Summary

What these young people of Tokyo want most is the chance for independent, individual self-expression and self-satisfaction (including the ancient Japanese proclivity for beautiful surroundings). They almost actively reject Success, Prestige, money or Security as major considerations in choosing a career, despite the fact that these latter goals have strongly dominated the national picture for the last generation in Japan, as in so many other parts of the rapidly developing world.

They do not want to follow their fathers' careers. This is not through a desire to rise above them so much as a desire to select personally attractive kinds of work which may or may not have any relationship to paternal occupation. They want at least some college, which is much more education than their fathers had, but they do not view this primarily as a means of becoming upward mobile, socially or economically.

In both the Views of Life and the Sentence Completion data, as well as in their relatively low scores in the Social Attitudes Inventory, they show many different signs of stressfully contradictory internal value systems and seemingly compartmentalized patterns of feeling and behavior. They show strong, independent coping skills, particularly in dealing with interpersonal relations and aggression. They enjoy work, feel in control of their own fates and strongly prefer to express their true feelings rather than hide or control them. At the same time, they show somewhat contradictory desires to be both independent and to work cooperatively and closely with others; to get others' advice and ideas yet initiate their own actions, quite independently. The outward skill they both report and demonstrate is impressive; yet it is accompanied by a very marked lack of inner self-confidence and self-satisfaction.

They cope effectively with other people but they really do not like them. They show a relatively high degree of generalized hostility. This is not, however, allowed to interfere with working out interpersonal problems in a rational, practically effective way, at least on the surface.

They particularly resent people in authority and do not deal with them too effectively. This may be part of the reason that they do not display as effective initiative or self-reliance in dealing with achievement tasks as most of the other national samples of children. They are least neutral and most negative of all national samples in their expressed feelings in general, and particularly in their relations with authority figures.

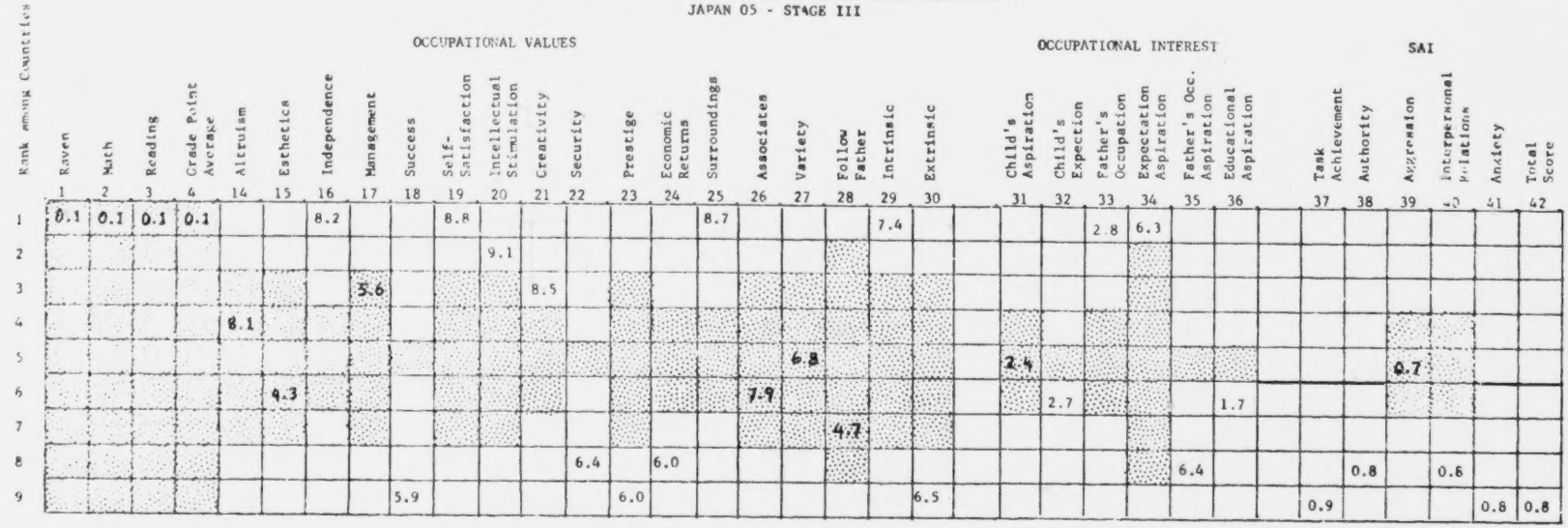
Their relatively low level of coping skill in dealing with achievement tasks is extremely puzzling in view of the great superiority they showed in academic achievement in the International Study of Educational Achievement. It is almost as if the excellent academic skills shown by the Japanese children were the product of conformity, by rote, to externally applied educational pressures, rather than the product of intrinsically motivated, self-directed study and thought. Some Japanese scholars have expressed this view; but it would need very careful checking before assuming it to be a correct description.

Perhaps some of these contradictions stem from the rise of a new generation who see quite different reasons for living and working than the traditional values held by the older generation. These young people are not just critics of the previous society, though. They are severely self-questioning and self-doubting, even as they move vigorously to carry out decisions through independent thought. Their anti-materialistic values are in distinct opposition to the present national emphasis on economic growth and success. This may foreshadow an explosive confrontation between these two value systems within the next ten to fifteen years, as this generation of young people reaches maturity.

In any event, these Japanese youth stand out as effective doers. They have intense enough emotional dissatisfactions and conflicts to suggest a definite need for organized educational and societal attention to the stressful contradictions that seem to pull at them. They do not need more specific skill training than they already get, it would appear. What they could use is systematic help in achieving happier, more acceptant feelings, both toward other people and toward themselves.

They most closely resemble the young people of West Germany, in many ways. The youth in both of these countries share a common sense of acute self-doubt and a similar pattern of very cool attitudes and a good deal of hostile feeling toward the world around them. In Japan, this does not prevent them from taking effective practical action to resolve problems, even where they actively dislike having to do it. How long this internal contradiction can go on without some kind of breaking-loose of these powerful emotions or, alternatively, some emphatic turning away from economic productivity as the main societal goal, is a question that would seem to warrant very alert, studious attention.

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
JAPAN 05 - STAGE III



VIEWS OF LIFE

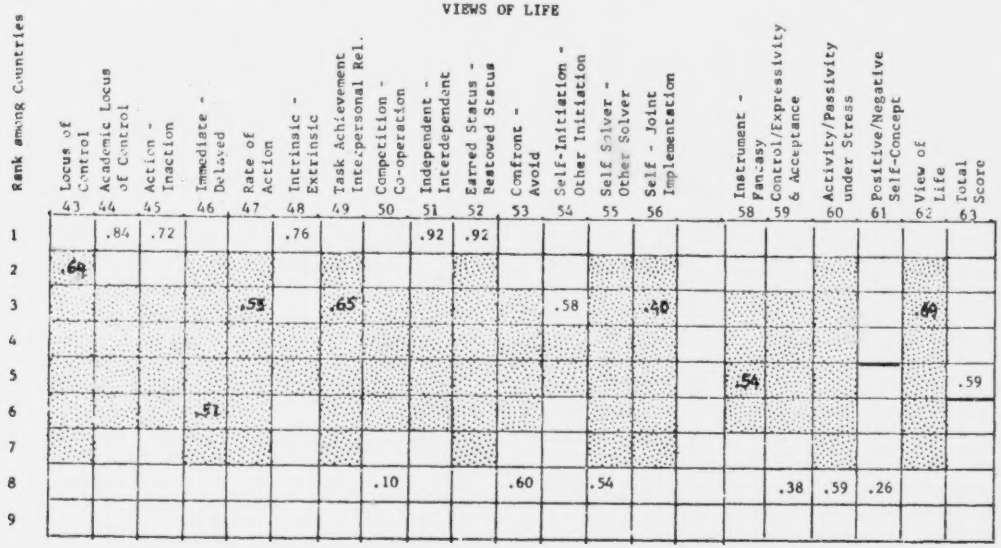


FIGURE 4

NATIONAL GOOD PROFILE RELATIVE TO ALL OTHER COUNTRIES

JAPAN 05 - STAGE III

SENTENCE COMPLETION

Rank among Countries	TASK ACHIEVEMENT									INTERPERSONAL RELATIONS										AUTHORITY									
	Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect
	64	65	66	67		69	70	71	72		73	74	75	76		78	79	80	81		82	83	84	85		87	88	89	90
1						0.1	0.1					3.1	2.3	0.8								3.3				0.3			
2																0.2													
3																	0.1												
4																													
5	2.1																												0.0
6																			*0.0										
7									0.0															0.5					
8		4.6		1.1							2.2							0.7			2.1								
9			2.8					0.8															1.6				0.1	0.6	

*Tie for 6th-7th-8th-9th rank

SENTENCE COMPLETION

Rank among Countries	ANXIETY									AGGRESSION										MEAN											
	Attitude	Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Stance	Engagement	Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Attitude	Stance	Engagement		Aid/ Advice		Hostile Affect	Depressive Affect	Neutral Affect	Positive Affect		Self-Concept	Parent Child Interaction	Mother Interaction	Father Interaction
	91	92	93	94		96	97	98	99		100	101	102		104	105	106	107		108	109	110		111		113	114	115	116		117	118	119	120
1											3.1	1.8	0.4								*3.4				0.2								
2																								0.7									
3		3.5	2.3												0.5			0.0				2.1											
4						0.1		0.7																										
5	1.6			0.7			0.2																				0.1						
6																															2.3		
7																	0.5			2.1										2.1		2.2	2.2
8																																	
9									0.0							0.0												0.7	0.0					

*Tie for 1st-2nd rank

FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
JAPAN 05 - STAGE III

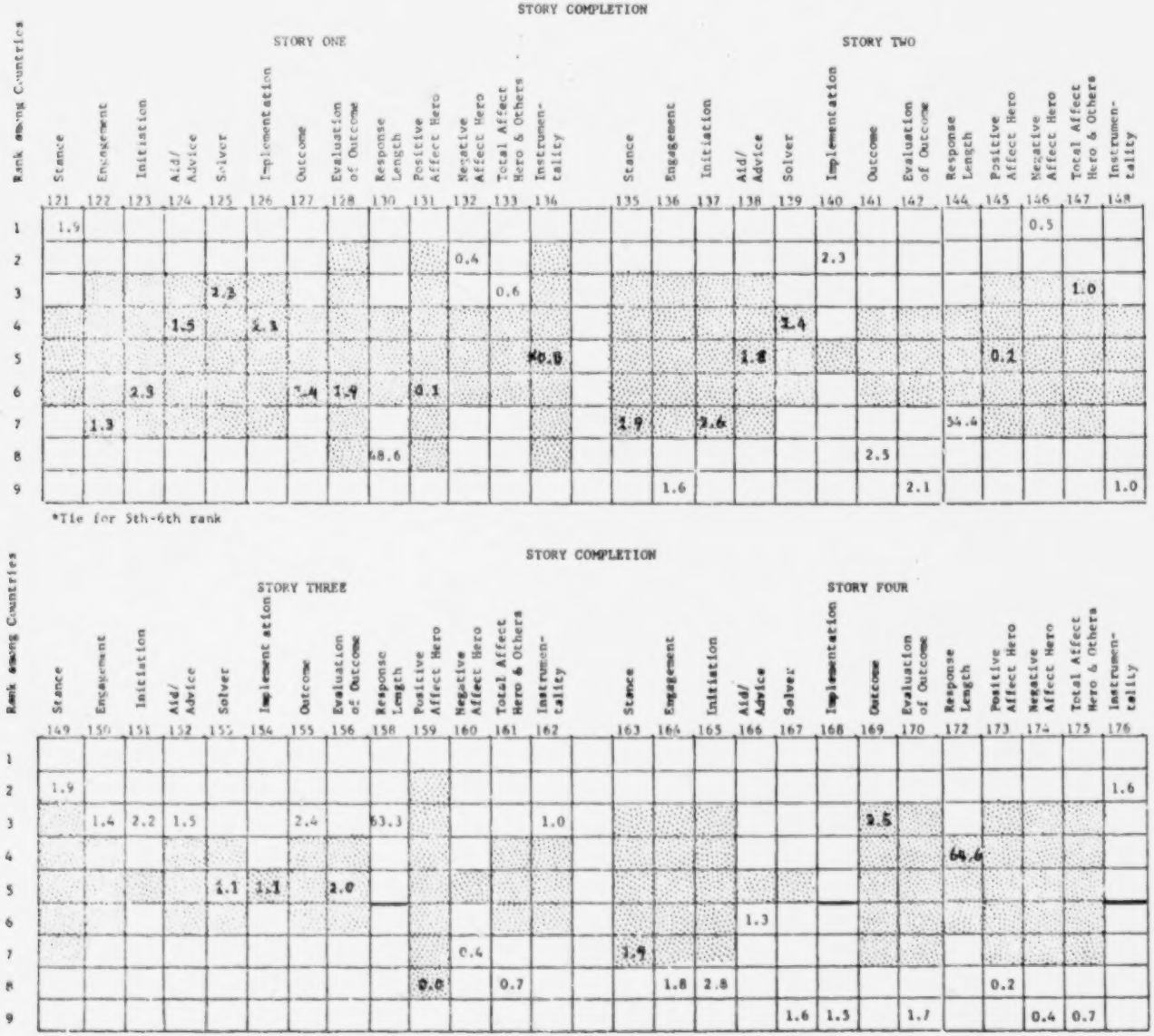
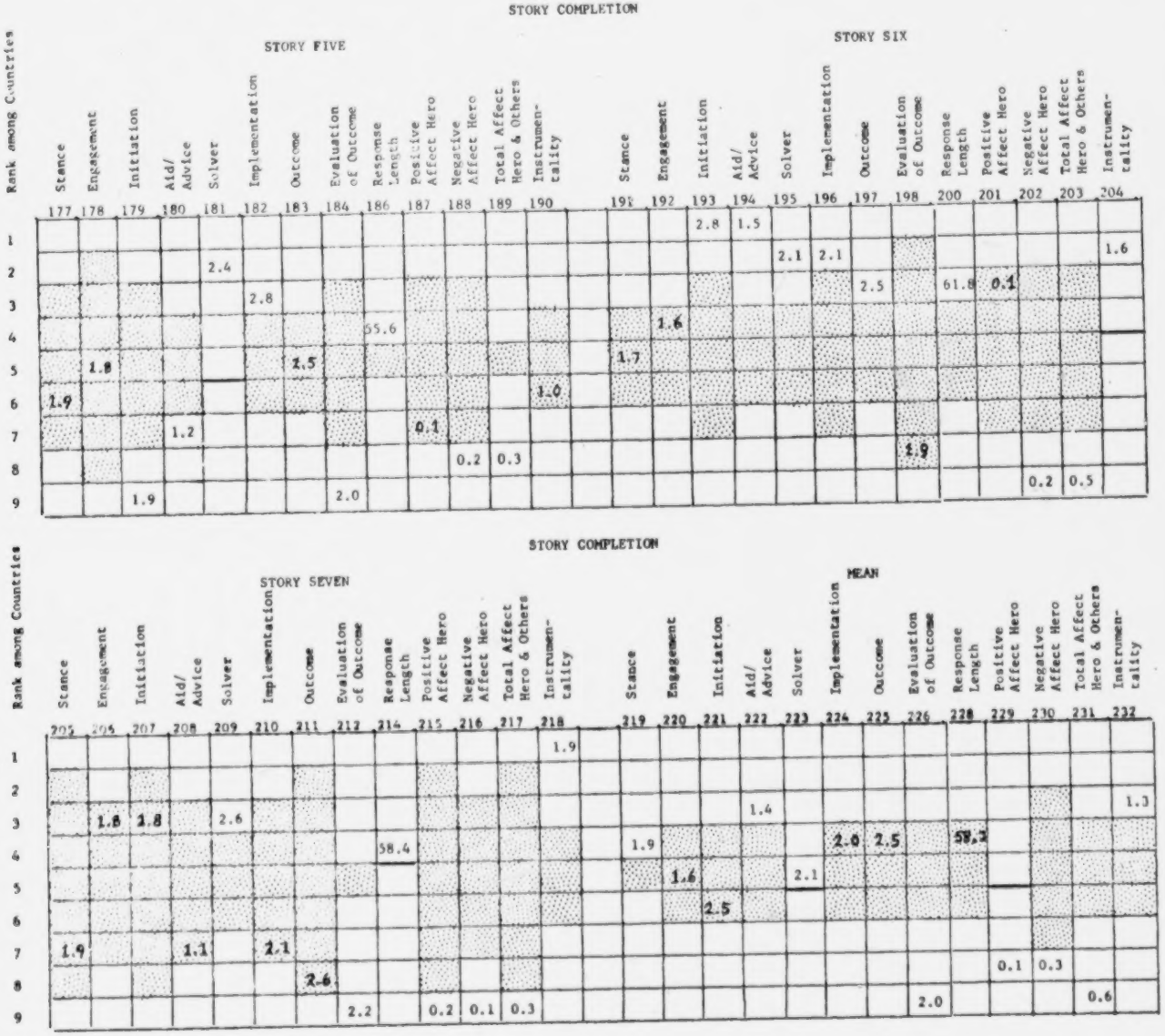


FIGURE 4
NATIONAL SCORE PROFILE RELATIVE TO ALL OTHER COUNTRIES
JAPAN 05 - STAGE III



AN INTERNATIONAL COMPARISON OF AGE TRENDS, SOCIOECONOMIC DIFFERENCES AND SEX DIFFERENCES

Given the stratified sample of children from nine locations in eight countries, it is possible to test the universality of any given characteristic. While one could scarcely generalize about "human nature" solely from these samples of urban populations, in highly developed or rapidly developing countries, at least it is possible to apply an empirical test to any given characteristic. If the characteristic is distributed in all samples in the same way, it can be called, for the purposes of this study, a "universal" pattern. If it appears in six or seven out of the eight samples, in the same way, it may be called a "dominant" pattern, for the purposes of this discussion.

If the characteristic shows one pattern in some countries and a different pattern in other countries, this would definitely refute any contention that this was an inherent, universal characteristic of human nature. Indeed, if the pattern is different in even one country, this would suggest that cultural conditioning plays a major, if not exclusive, role in producing that characteristic.

In the preceding section, national profiles were identified and described. In the sections which follow, each measure, in each instrument, is examined to see if there are age, status, or sex patterns which occur uniformly, or almost uniformly, in all national samples. The data for these comparisons are contained in Figure 5.

The top line of each table in Figure 5 gives the item variable number (e.g., 21) and the item description (e.g., Occupational Values Frequency Item 1 - Altruism). Any two country mean scores can be compared by the Tukey test of Honestly Significant Differences. The Tukey HSD (which is given at the top right of the table) is found by the formula $q\sqrt{\text{within mean square}}$, with q for eight groups of more than one hundred and twenty subjects per group being .151. This number represents the smallest difference between two country means necessary for the two means to be considered different from each other at the .05 significance level. The means for variable number 21 can be compared as follows: Brazil is significantly lower than all other countries. England is significantly higher than Brazil, significantly lower than Mexico, Chicago, Austin, and Yugoslavia, but not significantly different from either Italy or Japan. Italy and Japan are both significantly higher than Brazil, lower than Chicago, Austin, and Yugoslavia but no different from England, Mexico, or each other. Mexico is significantly higher than Brazil and England, lower than Chicago and Austin, but not significantly different from the other stations. Chicago and Austin are significantly higher than Brazil, England, Italy, Japan, and Mexico, but not significantly different from each other or from Yugoslavia. Yugoslavia is significantly higher than Brazil, England, Italy, and Japan, but not significantly different from any other station.

The two rows of numbers beside the label "Country" give the means for all eight country samples, presented beneath their relative rankings. The figures located in the first column are for Brazil, indicating that the country mean is 7.34 (rounded to two places) for the Brazilian subjects and that this mean ranks eighth (last) among the country means. The last column represents Japan and indicates that Japan's mean score for this variable of 8.4 ranks sixth among country means. (If these two rows were blank, it would indicate that there are no country main effect differences significant at the .05 level.) The next set of rows represents the Country x Age interaction. The column under Brazil indicates that the mean score for ten-year-olds of 7.143 is lower than the mean score of 7.537 for fourteen-year-olds. The presence of this row indicates that this interaction, <u>over all countries</u>, is significant at .05; it does not mean that age is a significant differentiation within every country. The intra-country analyses discussed earlier must be consulted to determine whether age differences within individual countries are significant. The omission of means from the row labeled "Country x SES" indicates that this interaction is not significant at the .05 level. The Country x Sex rows should be interpreted analogously to the Country x Age rows.

The rows representing Age main and interaction effects indicate that the Age main effect is not significant at the .05 level. There were, however, significant Age x SES and Age x Sex differences. In this example, ten-year-old upper-lower class subjects scored lower than ten-year-old upper-middle class subjects, while fourteen-year-old upper-lower class subjects also scored lower than did fourteen-year-old upper-middle class subjects, but not to as great an extent as among the ten-year-olds.

The remainder of the table is similar; however, it should be noted that interaction effects are listed only under the first mentioned effect -- that is, all country interaction effects are listed under Country, all Age interactions (except Country x Age) effects are listed under Age, and so on.

The presence of means and directional signs or ranks indicate that the effect of interactions are significant at the .05 level. The omission indicates that either these effects and interactions are non-significant or that, in the case of specific variables, these effects and interactions are meaningless. For example, country rankings on the standardized achievement tests would be meaningless, since these scores were standardized separately within each country.

After the Stage III findings for each variable are described, these results are compared with the findings from the Stage I sample. Taking a conservative view of the data, only those characteristics which show a "universal" pattern in both samples of children will be given that designation, finally.

AGE TRENDS

Aptitude and Achievement

Since the Raven scores were standardized within each country and within each age group, no comparison for general age trends was legitimate. It was possible, however, for social class differences in Aptitude to occur differently in the two age groups. No such Age x Class differences were found, however, in Stage III. This reproduced exactly the same finding as in Stage I. This finding has great practical importance since it appears to confirm the representativeness of the population samples at the two age levels. It would have been quite possible, due to differential drop-out rates, for the fourteen-year-old sample to have been more capable than the ten-year-old sample, on the average, especially at the upper-lower class level. Indeed, it is known that there is a far higher drop-out rate at the working-class level in Brazil, for example, than at the upper-middle class level. Consequently, it is important to note that no such bias affected the representativeness of the two age samples. Even in Sao Paulo, the fourteen-year-old upper-lower children were not higher on their Raven scores than the fourteen-year-old upper-middle class children; instead, they tended to have lower Raven scores, just as did the ten-year-old working class children. This same lack of difference between the two age groups was observed in the Mathematics Achievement scores. In Reading Achievement the status difference in favor of the upper-middle class was even greater at the fourteen-year-old level than at the ten-year-old level, despite the logical probability that more low achieving children would drop out of school at the working-class level than at the upper-middle class level. Conceivably, the potential effects of such differential dropping-out may be offset by a progressively greater discrepancy in rate of academic learning between the two social class groups, with increasing age. This is just one of the many phenomena revealed by this study that pose specific, important questions which will require further research to establish the real explanations of the observable facts. Like the dog that did not bark in the night, the absence of an Age x SES interaction effect in aptitude and achievement is a striking and important fact.

In Stage III, there were not the reversals of Sex between the two age groups that were observed in the Stage I samples. The increase in the status difference in Reading Achievement with increasing age in Stage III was a reversal of the decrease in status difference observed in Stage I.

In Stage I, girls had excelled boys in Grade Point Average and this same pattern was repeated in Stage III. However, in Stage I this difference decreased at fourteen whereas in the Stage III the difference was the same at the two age levels.

In general, age did not appear to make much difference in the Aptitude or Achievement scores attained by the two social class groups or by the two sex groups.

Behavior Rating Scales

Because the reference groups on which these ratings were based were almost totally different in the two age groups within each country, and because the reference groups were entirely different from nation to nation, the only legitimate comparisons are those involving the Age x SES and the Age x Sex interaction effects. On Academic Task Achievement, there was such an age difference: the ten-year-olds showed a greater difference between the two social class groups than was true at the fourteen-year-old level. No such difference occurred on the Authority scale; but a similar, greater status difference was observed at age ten in the case of Interpersonal Relations, Implementation, Self-Assertion, Solver, and Self-Control of Aggression. The Anxiety coping scale actually showed a reversal of the status difference from ten to fourteen. At ten, the middle-class children exceeded the lower-class children in their capacity to cope with Anxiety, according to peers; but at fourteen this difference favored the working-class children. The size of the reversal was quite small, however. Thus, in most aspects of coping, the children at fourteen saw fewer differences between the two social class levels than they did at age ten. What differences there were still favored the upper-middle class children, except in the handling of Anxiety.

Although there could just as easily have been disparate Sex differentials in the peer ratings of coping effectivess at the two age levels, no such Age x Sex difference was observed on any of the Behavior Rating scales.

Occupational Values

The evidence strongly indicates that values are a learned phenomenon and therefore are culturally determined to a major degree. Only three of the values showed a universal Age trend, overall. The importance of Independence increased from ten to fourteen in all countries, in both Stage I and Stage III. The importance of Prestige decreased from ten to fourteen everywhere, in both stages. So did the importance given to Follow Father. It is not at all surprising that a "developmental" trend should show itself on these variables. It is generally expected that adolescence will bring a greater capacity and a greater desire for independence of adult control. The declining importance of prestige could be taken to reflect increasing realism, and decreasing attraction to glamorous occupations with increasing age. The decrease to a very low level in the desire to follow the fathers' occupation could be viewed as a combination of growing realism and also growing individual divergence from a simple identification with the father.

There were four interaction effects which also showed a universal pattern related to age. The greater emphasis that girls put on Altruism, as compared with boys at age ten, increased significantly at age fourteen. Boys gave greater emphasis to the importance of Prestige at age fourteen than they had at ten, compared with the girls. The greater importance of Economic Returns to boys than to girls was also greater at fourteen than at ten years of age. The social class difference in the importance of Economic Returns decreased with age. The working-class children gave this more importance than the middle-class children at both ages, but the difference was greater at ten than at fourteen.

Thus, out of forty-five score patterns which might have been universally affected by age, only seven turned out to show a universal age trend. There were dominant, almost universal patterns on another six value dimensions. The attractiveness of artistic careers declined everywhere except England in Stage I, and everywhere in Stage III. The desire to get ahead in one's work (Success) increased in all countries except Italy and Japan in Stage I and in all countries except Germany, Yugoslavia, and Japan in Stage III. Self-Satisfaction became more important with increasing age everywhere except England in Stage I, and everywhere except Italy in Stage III. The importance of being creatively original declined everywhere except in Mexico in Stage I, and similarly declined everywhere except in Mexico, Brazil, and Yugoslavia in Stage III. Security became more important with increasing age in every country in Stage I, and in all countries but Mexico and Japan in Stage III. The importance of having pleasant relations with Associates at work increased with age everywhere except in Mexico in both Stage I and Stage III. Although the clustering of values that were originally called "Intrinsic" differed too much from country to country to put much weight on this classification, it was observed that the total Intrinsic score increased from age ten to age fourteen in all cities except London and Chicago in Stage I, and everywhere except in Milan and Austin in Stage III.

The fact that an age trend was reversed in even one country, however, demonstrates that these values simply cannot be uncritically assumed to represent the unfolding of innate potentialities or characteristics of "human nature" which inevitably emerge with increasing age. Indeed, the fact that the greatest number of age comparisons on these values showed significant differences from country to country seems quite clearly to indicate that the very stable pattern of values which was observed in most of the countries is laid down early in life and does not vary because of "developmental" changes between age ten and age fourteen. Plenty of age differences were observed in each country but there was no systematic pattern across all countries, with the exceptions noted above, which could justify the assumption that there are developmental changes in young people which will cause the inevitable rise of a predictable age-determined value pattern, regardless of the influence of the child's particular culture.

For example, there has been quite a lot written about the course of development of social attitudes which assumed that teenagers must inevitably be more concerned about their interpersonal relationships with agemates than are pre-pubescent children. In eight of the nine countries precisely this kind of age trend was observed in the relative importance that the children gave to Associates. In Mexico, however, this age trend was reversed in both Stage I and Stage III. The ten-year-olds in Mexico City gave more importance to this aspect of life than did the fourteen-year-olds. It is certainly true that this particular career-related item, on this particular questionnaire, does not assess all of the ways in which peer associations are important to young people. Nonetheless, as an operational test of the proposition of a universal "developmental" trend in this aspect of life, the Mexican data firmly contradict the proposition. This example, and numerous others in the data from the Occupational Values instrument, vividly illustrate the absolute necessity of obtaining a culturally varied, reasonably representative sample of the human race before venturing to assert that there are universal "developmental trends" which must inevitably show themselves as a consequence of the unfolding of biologically inherited properties of all human organisms. There may, indeed, be such regularities and developmental inevitabilities; but they remain to be demonstrated from far more representative sampling of the human race than has usually been possible up to now in the behavioral sciences, let alone in the speculative writings of impressionistic reporters.

Nonetheless, it is entirely appropriate and justifiable, for very practical reasons, to take careful note of observable age trends (or any other kind of stable regularities) which obtain in a large number of societies. The "dominant" age trends recounted above may indeed suggest that highly urbanized living has a tendency to generate similar patterns of value development in most societies, except where extremely powerful influences in the local cultures alter these patterns. This is purely a hypothesis, of course. The possible role of urbanization as an explanation of such transcultural similarities remains to be tested.

Occupational Interests

In all but one country (Italy in Stage I and Yugoslavia in Stage III) the absolute level of Occupational Aspiration increased from age ten to age fourteen. This trend is somewhat contrary to the results of some earlier studies which showed that the children they studied tended to grow more realistic in their Occupational Aspirations as they moved from childhood into adolescence, with the effect of lowering somewhat the level they hoped to achieve. Except in the two countries noted, the children in both stages of this study showed increasing occupational ambition with increasing age.

No such firm generalization can be made, however, about their stated Occupational Expectations. In Stage I, everywhere except in Milan, there was a rise in expectation from age ten to age fourteen, parallel

to the rise in aspiration. In the Stage III sample, however, while there was an increased level of expectation in five of the national samples (Brazil, Mexico, England, Chicago, and Austin) there was actually a decrease in level of expectation in the other four countries (Germany, Italy, Yugoslavia, and Japan). Logically, children's expectations may be strongly affected by the economic status of their communities at the time of the measurement. Variations over time in the state of prosperity might be expected to cause considerable variation in the career levels the children believe they are likely to attain. At any rate, this measure of expectation seems to be a good deal more subject to variation than the aspiration measure.

A partially different measure of aspiration, that which compared the child's hoped-for career level with the level of his father's present occupation, also showed a stable age trend in both stages of this study. The fourteen-year-olds showed a greater positive discrepancy between their aspiration level and their fathers' occupations in all places except Chicago, in Stage I. In Stage III, the same increase in degree of ambition was observed in all centers except Yugoslavia and Chicago.

In Stage I, the children in all locations except Milan and Austin showed greater Educational Aspiration at age fourteen than at age ten. In Stage III, however, the children in five places showed a lesser degree of Educational Aspiration at age fourteen (Germany, Italy, Chicago, Austin, and Japan); in only four countries did the fourteen-year-olds show higher aspirations for schooling (Brazil, Mexico, England and Yugoslavia). Thus, in the years between 1965 and 1969, something may have happened in five of the countries to reverse the tendency toward higher Educational Aspiration with increasing age. Combining this finding with the finding that the age trend toward increased Occupational Aspiration held up from Stage I to Stage III, the possibility seems worth investigating that the children in these five countries may have lost a little of their confidence in the efficacy or practical value of education, even though they maintain their desire for occupational mobility. Some other factors may have produced this difference, of course.

Social Attitudes Inventory

There were no uniform age trends in these self-descriptions of coping effectiveness, across the eight countries, in any of the five areas of behavior. This lack of any age trend differed considerably from the findings on the comparable, although different Stage I instrument. In that earlier sample, there was a universal trend for fourteen-year-olds to give themselves higher scores for Active Coping than ten-year-olds. In seven of the eight countries, except for Chicago, there was a decreasing inclination with age to report Passively Defensive behavior. Passive Coping was described less often by fourteen-year-olds in five

of the eight countries, except for Brazil, Mexico, and Italy, whereas Active Defensive behavior was reported more frequently by fourteen-year-olds in five of the eight countries, excepting only Brazil, Italy, and Japan.

The two different instruments asked related but somewhat different questions. Whether the trend toward increasingly active behavior, particularly active coping, is truly characteristic of children as they grow older, may best be tested by looking at the results from the Sentence Completion instrument in Stage III, where a number of the variables measure aspects of active coping behavior that are more closely related to the Stage I scores on the Social Attitudes Inventory. Insofar as the Active Coping and Passive Coping scores in the Stage I instrument canceled each other out in the age trends they showed, this could be taken to demonstrate a lack of change in overall coping effectiveness with increasing age, comparable to the lack of age change shown in the Stage III Social Attitudes Inventory.

Views of Life

Since this instrument was given only to fourteen-year-olds, except in Yugoslavia, no age comparisons can be made.

Sentence Completion

It must be remembered that the Stage I Sentence Completion Coping Effectiveness scores showed only a small number of significant correlations with the achievement and behavior rating criteria, and only in England, Austin, and Japan, at the ten-year-old level. There were more correlations in Mexico and Chicago at fourteen; but the relationships were less positive at fourteen in Japan than they had been at age ten. All in all, to the restricted degree that these correlation data imply validity for the other scores on the Sentence Completion, they suggest a great deal of caution in generalizing from the Stage I data.

On the other hand, there were many more significant, positive correlations between the Coping Effectiveness scores and the behavioral criteria in the Stage III Sentence Completion data, in all countries. The one exception was that Coping Effectiveness scores on the Aggression items showed relatively few significant correlations in a positive direction, except among the fourteen-year-olds in Chicago, and these scores showed some significant negative correlations with performance in several countries. Insofar as these Coping Effectiveness scores, and the Mean Coping score across all areas, might reflect on the probable validity of the other coping style scores, it would appear that the Stage III scores can more properly be taken at face value than was the case in Stage I.

In the area of Task Achievement, the fourteen-year-olds in seven of the nine cities in Stage III showed more positive Attitudes, coped without needing to call on Aid and displayed more Neutral Affect. There was one contradiction to the Stage I data, where the attitudes of ten-year-olds had been more positive in that sample, except in Mexico. Two other variables showed a strong, similar trend in both Stage I and Stage III, however, in all countries in Stage I the ten-year-olds expressed more Negative Affect; in Stage III, ten-year-olds in all countries expressed more Depressed Affect, and in six of the nine cities they expressed more Hostile Affect. In keeping with this pattern, the fourteen-year-olds in Stage I expressed more Positive Affect in all countries and the same was true in the Stage III, everywhere except in Mexico. However, although in Stage I the fourteen-year-olds had shown greater Coping Effectiveness in all countries except England, there was no such dominant trend in Stage III. The data from both stages suggest that fourteen-year-olds are likely to react with fewer feelings of depression and, in most countries, with more positive attitudinal expressions when achievement challenges arise. In addition to the greater self-confidence that their greater experience might cause, their more positive feelings might be related to their stronger aspirations for occupational mobility. Judging by the increased emphasis that they put on the importance of Independence, in Occupational Values data, their approach to tasks does not necessarily represent a greater alliance with adult authority. Rather, it expresses some greater degree of motivation they have found inherent in achievement, itself. This would tend to be substantiated by the greater value given to Self-Satisfaction, too, in most of the countries, at fourteen.

Indeed, the Authority items on the Sentence Completion showed several strong age trends. The fourteen-year-olds expressed less positive Attitudes in both Stage I and Stage III than did the ten-year-olds. Nonetheless, in Stage III they took a more confronting Stance in all countries. This seems reasonably comparable to the superiority of the fourteen-year-olds in those countries in Stage I (where the Authority items did have some evidence of validity). For some reason, ten-year-olds were more likely to engage themselves actively with authorities in all countries except Yugoslavia and Japan in Stage I, and in all countries in Stage III. On the other hand, the ten-year-olds were much more likely to express Negative Affect in Stage I, everywhere except in Italy, and they expressed more Depressive feelings in all countries in Stage III. The fourteen-year-olds showed more affective neutrality in Stage I in all countries, and in eight of the nine countries (except in Chicago) in Stage III. Ten-year-olds may find authority figures more approachable, in a childlike way, but they find it a depressing encounter more often than do the older youth. Fourteen-year-olds deal more unemotionally and effectively with adult authority, even though, when openly asked, they express less positive attitudes.

There were a number of dominant, almost universal age trends but only one totally universal one in the area of Interpersonal Relations. The ten-year-olds expressed more positive attitudes, when directly asked about interactions with agemates, except for Japan in Stage I and Germany and Austin in Stage III. On the other hand, the spontaneous expressions of Affect on the Coping items in this area showed the ten-year-olds expressing more hostility than the fourteen-year-olds everywhere in Stage I, and everywhere except in Mexico, Chicago, and Austin in Stage III. There was no particular age trend in the expression of Depressed feelings in Stage III. The fourteen-year-olds, on the other hand, showed more Neutral Affect everywhere except in Chicago in Stage I, and even there the difference was reduced to equality, not reversed for the two age groups. In Stage III, the fourteen-year-olds showed more Neutral Affect in five countries but less Neutral Affect in the other four countries. There were no significant age trends in the expression of Positive feelings.

In the various aspects of Coping Style, however, the fourteen-year-olds showed definite superiority to the ten-year-olds in many respects, almost everywhere. They showed a more confronting Stance in all countries in Stage I, and everywhere except Japan in Stage III. They showed more active Engagement in problem-solving activity everywhere except Italy in Stage I, and everywhere in Stage III. In acting independent of Aid/Advice (which was not measured in Stage I) the fourteen-year-olds excelled the ten-year-olds in all countries in Stage III. Finally, they showed greater Coping Effectiveness in all countries in Stage I,and everywhere except Chicago in Stage III. In Chicago, the two age groups were just about equal in their Coping Effectiveness scores. Overall, therefore, while ten-year-olds talk more positively about interpersonal relationships when directly asked to express their attitudes, in most countries they actually feel a good deal more hostile and do not deal as effectively with such relationships as the fourteen-year-olds. The fourteen-year-olds seem to gain appreciably in their ability to handle personal relationships with agemates.

There were almost no systematic age differences in dealing with Anxiety which held up over both of the Stage I and Stage III samples. However, if the Stage III data be given more weight, some dominant trends can be seen. In Stage III the fourteen-year-olds were superior to the ten-year-olds in taking a confronting Stance toward anxiety-arousing situations in all countries except Japan. There had been no significant age difference in the Stage I data. Similarly, the fourteen-year-olds in Stage III had higher Coping Effectiveness scores than the ten-year-olds everywhere except in Austin and Japan. In Stage I this same trend had appeared; fourteen-year-olds coped better than ten-year-olds except in England, Italy, and Chicago. Fourteen-year-olds in Stage III showed significantly less Hostile feelings everywhere except in Chicago and Japan, and fewer Depressive feelings in five of the nine countries. They expressed Positive feelings more frequently than did ten-year-olds everywhere except in Japan. This pattern was roughly

similar to the Stage I finding that fourteen-year-olds showed fewer Negative feelings than ten-year-olds except in Italy, England, and Chicago. (Positive Affect had not been measured in Stage I in this area.) Thus, while there were no completely universal age trends in all countries, in the majority of countries, with a notable exception of Japan, increasing age seems to bring increasing ability to cope with anxiety and fewer hostile or depressed feelings as a consequence of the anxiety.

The Aggression items aroused quite different reactions in Stage I and in Stage III. In Stage I, the small number of correlations of these items with performance criteria were positive, where they occurred. In Stage III, some countries showed positive correlations with the performance criteria of Coping scores on the Aggression items, but other countries showed some negative correlations. Consequently, comparing the different countries on the Aggression items in Stage III does not appear to be a valid procedure since the items clearly were seen, or responded to, in somewhat opposite ways in several of the countries. This response also differed according to the age level within the country. For example, fourteen-year-olds in Chicago who got high Coping Effectiveness scores in dealing with the Aggression items tended to get higher Achievement scores and Behavior Ratings. In Austin, the reverse was true, for fourteen-year-olds who got high Coping Effectiveness scores in reacting to the Aggression items tended to get lower Achievement scores. In Mexico, the correlations of Coping Effectiveness with the performance measures showed some positive correlations at age ten but some negative correlations at age fourteen. Consequently, a pattern of age trends in the Stage I data was reversed in the Stage III data. In Stage I, fourteen-year-olds had higher scores on Stance in all countries; on Engagement, everywhere except in Yugoslavia; on Coping Effectiveness, everywhere except in Chicago and Japan; and on Neutral Affect, everywhere except in Italy and Chicago, where they also tended to have fewer feelings of Hostility and Depression. In the Stage III data, however, fourteen-year-olds were inferior to ten-year-olds in Stance everywhere except in Chicago. They were universally lower on Engagement, lower on Aid/Advice everywhere except in Japan, and lower on Coping Effectiveness everywhere except in Japan, Germany, and Yugoslavia. Undoubtedly, it is safest simply to make no generalizations from international comparisons of the children's reactions to the Aggression items, since these items appeared to have quite different significance and emotional impact on the children in the different countries, particularly in Stage III. It is quite possible to interpret the findings intelligibly within any given country, but not to make comparisons across countries.

There were two universal age trends in the Mean scores across all five areas of behavior. The ten-year-olds expressed more positive Attitudes than fourteen-year-olds everywhere, in both stages. On the other hand, the fourteen-year-olds spontaneously expressed more Positive Affect than did the ten-year-olds in the process of reacting to the

items calling for coping actions. The fourteen-year-olds also showed strong, dominant trends in the direction of more Effective Coping. They scored higher on Stance everywhere except in Italy, in Stage I, and in Stage III they were superior to the ten-year-olds everywhere. Furthermore, the same Age x Sex effect was evident in Stage III as in Stage I: the difference in favor of the boys at age ten increased even further at age fourteen. In Stage III, fourteen-year-olds exceeded ten-year-olds on independence of Aid/Advice everywhere except in Italy. (This variable had not been measured in Stage I.) The fourteen-year-olds excelled in Coping Effectiveness everywhere in Stage I and everywhere except in Chicago in Stage III. They showed fewer Negative feelings everywhere except in Chicago in Stage I; and, everywhere except in Japan, they expressed fewer Depressive feelings in Stage III. There was no dominant trend in Stage III in the expression of Hostile feelings. In Stage I, fourteen-year-olds were more Neutral in their expressions of Affect everywhere except in Italy and Chicago, and in Stage III the same pattern appeared, with fourteen-year-olds exceeding ten-year-olds in Neutrality everywhere except in Chicago and Austin.

Summing up the evidence from the Sentence Completion data, it seems rather definite that increasing age brings increasing coping effectiveness and increasing ability to deal with problems in a practical, unemotional manner, perhaps everywhere except in Milan and Chicago. The very fact that fourteen-year-olds do not excel ten-year-olds in every society suggests, however, that a given culture can prevent, or even reverse, what would otherwise be a natural trend toward increased coping effectiveness with increasing experience. The near-universality of this age trend toward greater coping effectiveness does seem to indicate that additional years of living normally tend to bring increased skill and wisdom to the majority of children. Nonetheless, particularly when the age trends in the different areas of behavior are examined, different national patterns become evident. Different societies train their children with different emphases and with different resultant coping skills in the separate areas of behavior. With culturally different rules and expectations for dealing with authority, for example, as children grow older they learn to deal more effectively with authority figures in some countries, but not in others. Task Achievement, on the other hand, shows improved coping skills with regard to the use of advice, except for the fourteen-year-olds in Italy and Austin. The fourteen-year-olds in most countries express fewer hostile feelings; but the opposite is true in Brazil, Mexico, and Chicago. The Japanese children tend to lose ground with increasing age in their ability to handle Anxiety, which is opposite to the age trend in all other countries in the study. Thus, a detailed examination must be made of particular aspects of coping and particular areas of behavior in each country.

Story Completion

As as is described in detail in Volume VI, while the Coping Effectiveness and Coping Style scores on this instrument in Stage III correlated significantly more often with the performance criteria than in Stage 1, the positive and negative pattern of correlations varied so much from country tc country, and between age groups within different countries, that no cross-national comparison of Mean scores on this instrument would be warranted, with the Stage III data. It is quite clear that the fourteen-year-olds in Chicago, for instance, took the story problems seriously since their Coping scores on most of the stories correlated positively with the performance criteria. On the other hand, the fourteen-year-olds in Tokyo just as clearly took a negativistic attitude toward the task, such that their Coping scores on the stories systematically correlated inversely with their actual performance in school. This same negative correlation (and negative attitude) was observable among the fourteen-year-olds in Italy, although it was not true of the ten-year-olds. While these international differences can be discussed meaningfully when the correlations are reviewed, the same meaning cannot be assigned to a given story score in different countries, for different age levels. Therefore, no interpretation of the Story Completion results is made here.

SOCIOECONOMIC DIFFERENCES

Aptitude and Achievement

By far the most universal and most pronounced differences in any aspect of this study were the large differences in Aptitude and Achievement between the two socioeconomic groups. In all countries, on the Raven, the upper-middle class children exceeded the skilled working-class children. The difference ranged from an extremely small .2 Standard Deviations in Yugoslavia to 1.0 SD's in Chicago.

On Mathematics Achievement, there was a similar, universal socioeconomic difference in favor of the upper-middle class group. This difference ranged from .2 SD's in Brazil and Germany to .9 in Japan and 1.0 in Mexico.

The difference in Reading Achievement scores was even greater, particularly in Stage III. The size of the difference ranged from a low of .4 SD's in Yugoslavia, Brazil, and Italy to a high of .9 to 1.0 in Japan, in Stage I and Stage III.

Grade Point Average, as assigned by teachers, universally favored the upper-middle class children in Stage I. The same pattern was evident in Stage III except in Brazil, where the working-class children actually received slightly higher grades than the upper-middle class children. The differences ranged from a low of -.2 in Brazil to .6 to .8 in Japan. Yugoslavia was highest or second highest in the size of the socioeconomic difference in GPA in Stage I and Stage III (.6, .7).

A comparison of the relative socioeconomic differences in these four measures in the different countries is instructive. A brief summary of each research station's pattern follows.

Brazil: A very small socioeconomic difference in Aptitude (.2, .4) was matched by small differences in Mathematics Achievement (.2, .2) and in Reading Achievement in Stage I (.4), although there was a large difference in Stage III in Reading (.8). Brazil had the lowest difference of all countries in GPA. This even amounted to a small reversal of the two social class groups in Stage III (-.2).

Something about the society in Sao Paulo gives these two socioeconomic groups almost an even start in terms of Aptitude. Moreover, they stay nearly equal in the sense that there is no increase in difference with increasing age. The small differences in Achievement match the small initial differences in Aptitude, so it might be said that the schools of Sao Paulo maintain close to equal opportunity for children from these two socioeconomic levels. Teacher grades are proportionate to the small difference in performance. In fact, in Stage III, the teachers appear to have been more generous to the working-class children than to the upper-middle class children in assigning grades, despite a slight superiority in performance among the upper-middle class children.

Mexico: A very large difference in Raven Aptitude scores (.8, .8) was matched by a very large difference in Mathematics Achievement (.6, 1.0), the second highest difference in Reading Achievement (.8,.8) and a difference in Grade Point Average that ranges from a rather small size (.4) in Stage I to the very highest difference (.8) in Stage III. Thus, the children of Mexico City start out with a very large socioeconomic difference in Aptitude and the schools maintain this difference in their performance on Achievement tests. The GPA assigned by teachers appears to be proportionate to the large difference in Aptitude and Achievement. Nonetheless, the educational system does nothing to reduce the extremely large difference in either aptitude or performance of the children in these two different socioeconomic levels.

England: A moderate difference in Aptitude (.5, .5) was matched by a slightly larger difference in Mathematics Achievement (.6, .6), Reading (.6, .7) and GPA (.6, .5). The achievement differences were what might be expected from the Aptitude difference. The GPA assigned by teachers corresponded, in socioeconomic difference, to the size of the differences in Aptitude and Achievement. In this regard, teacher grades seem to be unbiased by nonacademic considerations. However, as in the case of the first two countries, it is evident that the schools in London do not reduce the differences in performance that the initial aptitude differences are likely to produce. They do not equalize the performance of children from the two socioeconomic levels.

Germany: A moderate difference in Aptitude (.5) was matched by one of the internationally smallest differences in Reading Achievement (.5). The difference in Mathematics Achievement was even smaller (.2) and there was almost no difference in GPA. These schools reduce the socioeconomic differences in Achievement, especially in Mathematics and in GPA, considerably below the size that would be expected from aptitude, if it were allowed to operate uncorrected. The teachers appear to be leaning over backwards to equalize the effects of schooling for the two different social levels. (This effect is not so evident in the area of Reading; but the evidence in Volume VI suggests that there is a curious lack of correspondence between Reading Achievement and other aspects of academic life which is quite unique to West Germany.)

Italy: A moderate difference in Raven Aptitude scores (.4, .4) was matched by a similarly moderate difference in Mathematics Achievement (.4, .4), a moderate to large difference in Reading Achievement (.4, .8) and a moderate GPA difference (.4, .6). The achievement levels of the two social class groups in Milan differed about as much as one would expect from the Aptitude difference. The GPA difference was about of the same order, indicating that teachers are not biased in assigning grades. As in most of the countries, it is clear that the schools do not equalize the performance skills of the two socioeconomic levels.

Yugoslavia: Yugoslavia was tied with Brazil for having the smallest socioeconomic difference in Aptitude (.2, .4). The differences in the actual achievement scores were somewhat larger but still among the lower differences, internationally. The difference in Mathematics Achievement was a .4 SD's and in Reading from .4 to .5 SD's. There was, however, a large social class difference in Grade Point Average. Something in the functioning of the society of Ljubljana helps the two socioeconomic groups start out nearly equal in aptitude and stay reasonably close in academic achievement. The large difference in the average GPA of the two groups, however, is considerably greater than the differences in either Aptitude or Achievement could explain. It appears that the teachers tend to grade working-class children more severely than middle-class children, on some grounds which are different from academic achievement, alone.

Chicago: By far the largest sociceconomic difference in Aptitude scores occurred here (1.0, .8). Achievement test data were available only in Stage I. They showed a more moderate difference in both Mathematics and Reading (.6, .6). The smallest difference of all was in Grade Point Average, which was .5 in Stage I and only .1 in Stage III. In the Chicago area, the two socioeconomic groups start out far apart in Aptitude scores, somewhat closer together in Achievement, and tend to be given quite similar grades by teachers. Since the two groups were from two separate communities, the relative similarity in GPA may partially be due to different levels of expectation. Nonetheless, the schooling of these children does appear to equalize their achievement somewhat, considering the very large differences in their Aptitude scores.

Austin: There was a fairly large difference in Aptitude between the two socioeconomic groups (.6, .6), a variable difference in the two stages in Mathematics Achievement (.8, .4), an even larger difference in Reading Achievement (.8, .7) and a fairly large difference (.6, .6) in GPA. Thus, the two socioeconomic groups start off quite far apart in Aptitude and stay that way in their academic achievement, particularly in Reading. Teachers appear to grade fairly in the sense that the SES difference in GPA is the same or slightly less than the difference in Achievement or Aptitude. Nevertheless, it is clear that schooling in Austin not only does not equalize the performance skills of the children of the two socioeconomic levels, it actually tends to mangnify the difference a little beyond what would be expected from the initial difference in Aptitude.

Japan: The two social class groups in Tokyo showed a moderate difference in Aptitude (.6, .5), an even larger difference in Mathematics Achievement (.6, .9), and the largest international difference of all in Reading Achievement (1.0, .9) and in GPA (.6, .8). While the two social class groups have moderately different aptitude levels their differences in achievement are even more pronounced, especially in Reading. The teachers appear to grade fairly in the sense that the social class discrepancy in GPA is of the same or less magnitude than the difference in standardized achievement scores. At the same time, it appears that the schools of Tokyo tend to accentuate the social class differences considerably beyond what the initial differences of aptitude would tend to produce.

Behavior Rating Scales

There was a predominant trend for the middle-class children to have higher reputation scores on all scales, in most countries, in both stages. This SES difference was greatest in Italy, Yugoslavia, and Japan in Stage III. The trend was opposite to this, however, in Brazil and England in Stage I; again in Brazil, and especially in Mexico in Stage III. In these three countries, the working-class children excelled the middle-class children on many or all scales.

Several interaction effects involving socioeconomic status and age have already been discussed in the section on Age Differences. No significant interactions of SES x Sex were observed, with one exception. The scale on Self-Assertion showed the boys even higher than the girls at the working-class level than was true at the middle-class level.

These findings in Stage III quite closely paralleled the findings in Stage I, where the reputation of the upper-middle class children exceeded that of the working-class children on all items except the one for coping with Anxiety and the one for dealing with Aggression, where no systematic differences were observed. There were no Behavior Rating Scales in Stage I which showed interaction effects for SES x Sex.

Occupational Values

Of the fifteen values, three showed a universal social class difference in the same direction in both Stage I and Stage III. Another four showed a universal difference in one stage and an almost universal difference in the other stage, in the same direction. Three additional values showed a dominant trend in the same direction in both stages. Only on four of the values were there no significant class differences; the differences were opposite in direction in the two samples for one other value.

The upper-middle class children gave a higher value to Altruism in all countries in Stage I, and in six of the nine countries in Stage III, excepting Brazil, Austin, and Japan. They gave more importance to the value of Independence in all countries, in both stages. In most of the countries they gave greater weight to Intellectual Stimulation, except for Chicago and Austin in Stage I and Mexico, England, and Austin in Stage III. As one might expect, they also were significantly more inclined to favor Following Father's occupation in all countries, in both stages.

The skilled working-class children found artistic careers (Esthetics) more attractive in both stages, except for England and Japan in Stage I and England, Germany, and Japan in Stage III. There was a systematic trend in both stages, also, for girls at the upper-middle class level to show a greater preference for artistic careers than boys, to even a greater degree than was true at the working-class level. Despite the fact that many of the upper-middle class children came from managerial families, it was the working-class children in most countries who placed more importance on achieving managerial power. In Stage I, this was true everywhere except in England and Austin; in Stage III, everywhere except in Austin and Japan. There was a significant SES x Sex effect, also. The boys chose this as an important value more often than girls at both socioeconomic levels, but particularly at the upper-middle class level. Probably for entirely realistic reasons of family economics, it was the working-class children in all countries, in both stages, who gave the greater importance to job security. They gave greater importance to Prestige in all countries in Stage I, and most countries in Stage III, except for Mexico, Germany, and Yugoslavia. Probably another reflection of the economic circumstances of the children at the two levels was the universal trend in Stage I, and the almost universal trend in Stage III, except for Austin, for the working-class children to favor Economic Returns as an important career desideratum. In all countries but Italy in Stage I, and in all countries without exception in Stage III, the working-class children put greater emphasis on having pleasant Surroundings and working conditions for their jobs. This, too, seems quite realistic insofar as jobs at the working-class level are much less likely to have highly attractive surroundings than job settings at the upper-middle class level.

The working-class children thus showed themselves to be more concerned with practical aspects of income and security, but also with the more sensuous pleasures of artistic careers and pleasant surroundings at work. At the same time, they showed a relatively greater degree of interest in achieving both fame and the managerial power to shape events.

The upper-middle class children, perhaps because they can afford to take such things as economic security, income, and pleasant surroundings for granted, put a greater stress on Altruism, personal Independence, and Intellectual Stimulation. Logically enough, they would be more content to follow the occupations of their fathers'.

These were the dominant or universal differences the data displayed. There remained a number of interesting deviations from these patterns, however, in the case of individual countries. In Austin, for example, in both stages the working-class children showed a greater degree of interest in Intellectual Stimulation and less interest in achieving Managerial power than their upper-middle class schoolmates, contrary to the general pattern in most other cultures. Every country showed at least one such deviation from the general pattern.

Occupational Interests

As might be expected from the large difference in the familial status of the two samples of children, their occupational aspirations showed a universal class difference in both stages. The upper-middle class children aspired to higher level occupations than did the working-class children. Two interesting qualifications need to be stated, however. As will be seen in some of the variables discussed below, the working-class children wanted to rise almost to the upper-middle class level, whereas the upper-middle class children were content to stay just about where they were. There was a universal trend, moreoever, for the small Sex difference in career aspiration which was visible at the working-class level to become a much larger discrepancy between boys and girls at the upper-middle class level. At that higher social level, the girls actually aspired to occupational levels which were somewhat lower than the present level of their fathers' occupations while the upper-middle class boys hoped to rise very slightly above the level of their fathers. Working-class boys exceeded working-class girls in their ambition, but not by a great deal.

As might also be expected, there was a universal pattern whereby the upper-middle class children expected higher status occupations than did the working-class children. Here, too, the same SES x Sex interaction effect was noted as in the case of Occupational Aspiration. At the working-class level, boys slightly exceeded girls in their expectation but at the upper-middle class level girls were substantially lower than boys in the occupational levels they expected to obtain. This was true in all countries in both stages.

The absolute difference between aspiration level and expectation level was quite small in all countries, but in all countries the difference was greater for the working-class children than for the upper-middle class children. The difference was so small, however, and the desire of the working-class children for a great degree of upward mobility was so marked, that these data almost certainly foreshadow rather marked disappointment of the hopes of working-class children in all these countries, as they find their final occupational level in the next five to ten years.

When the distance between father's occupational level and the child's aspiration was measured, in all countries the working-class children showed a greater desire for occupational mobility than did the upper-middle class children. This was expectable and it appears entirely realistic, since there is not much further up the occupational scale that upper-middle class children could move; but there is a great deal of room, in theory at least, for the working-class children to rise a considerable distance above their fathers' occupational status. There was an almost universal Sex difference on this point. Everywhere except England and Yugoslavia in Stage I, and Yugoslavia in Stage III, the upper-middle class girls actually aspired to lower occupational levels than the ones already occupied by their fathers. This meant that the Sex difference in ambition for upward mobility was much greater at the upper-middle class level than at the working-class level, where boys only slightly exceeded girls in their desire for occupational mobility. In considering this interesting phenomenon, it should be noted than when girls named "housewife" or a similar domestic career, this was not counted in calculating the occupational aspiration level of their group. Consequently, this acquiescence of the upper-middle class girls in a certain degree of downward mobility in occupational status is a very real thing. Considering the limited opportunities for girls to occupy professional or managerial jobs in almost all of these countries, they probably are realistic in accepting this prospect. The spokeswomen for Womens Lib have another piece of evidence, if it were needed, that girls in most of these countries resign themselves to substantially lower-status career prospects than do their male counterparts from the same social levels, particularly at the upper-middle class level. It is all the more interesting, therefore, to note that this pattern definitely did not obtain in Yugoslavia (nor in London in Stage I). There, the girls actually exceeded the boys to a small degree in their aspiration for occupational mobility. They apparently do not see the same discriminatory restrictions on career advancement that the girls in all the other countries anticipate.

There was a universal difference in level of Educational Aspiration, with the upper-middle class youth seeking even higher levels of education than did the working-class youth. The latter showed very high aspirations, however, seeking high school graduation at the very least and, in a number of countries, seeking college education. Since the opportunities for college education for the extremely large numbers of

children who want it simply do not exist in many of these countries, this is another place where high expectations and hopes seemed doomed to frustrating failure for a large number of working-class children. The intense anxiety and the social tensions this problem creates is all too familiar, already, in many parts of the world. The present data suggest that it may be even more of a problem in the next decade than in the past.

Social Attitudes Inventory

The Stage III instrument showed only a few social class differences in self-reported Coping Effectiveness. The working-class children gave themselves higher scores for coping with Aggression than did the middle-class children, except in Germany and Italy. There was a consistent but nonsignificant trend in seven of the nine centers for the upper-middle class children to see themselves handling Interpersonal Relations better. This was true except in Germany and Austin. There was a significant but quite small difference favoring the upper-middle class in seven of the centers, except for Italy and Austin, in reported ability to cope with Anxiety. There were no significant differences on the Task Achievement or Authority items. The opposite trends in the areas of Aggression and Anxiety had the effect of canceling each other out, so that there was no social class difference in Total Score.

In Stage I, although there were no social class differences which were similar in all countries in the Active Coping or Passive Coping scores, there were status differences on the Active Defensive and Passive Defensive scores. Working-class children in all countries reported resorting to Defensive behavior more frequently than did middle-class children. There was also a universal pattern in which girls at the working-class level were even more Passively Defensive than boys, than at the upper-middle class level. At both social class levels girls exceeded boys in reporting Passive Defensive behavior.

Views of Life (Fourteen-year-olds only; not administered in Germany)

In all countries, the middle-class children expressed a greater sense of control over life, in general, than did the working-class children. Boys felt more confident of this than girls, to a small but significant degree, at both social levels but the difference was slightly greater at the working-class level. As for feeling able to control their own academic fortunes, on the other hand, working-class children expressed somewhat more confidence than upper-middle class children, everywhere except in Japan. The higher status children were slightly more prone to blame poor grades on someone or something other than their own efforts.

Everywhere except in Mexico, the working-class children tended to prefer to take vigorous action if problems arose rather than sit still or wait to see what might be done. On the other hand, everywhere except in Chicago and Austin the middle-class children were slightly more prone

to act at once, when they did decide to act, rather than to delay making a move. Neither of these status differences was very appreciable, even though statistically significant. There was no status difference in preference for Rate of Action. There was no systematic, universal difference, either, in the degree to which children of one social group expressed an Intrinsic interest in work. The upper-middle class children scored higher in this respect in Brazil, Mexico, England, and Chicago but the reverse was true in Italy, Yugoslavia, Austin, and Japan. The difference favoring the upper-middle class children was quite substantial in Mexico and England. The differences in all the other countries were considerably smaller.

There was no universal status difference in preference for Task Achievement over pleasant Interpersonal Relations with co-workers. Interpersonal Relations were slightly favored in Mexico, Austin, and Japan, while the reverse was true in the other countries. In six of the eight centers, however, excepting only Mexico and Japan, the working-class youth preferred Competition over Cooperation as a way of getting things accomplished, more frequently than did the upper-middle class youth.

On the other hand, the upper-middle class children universally felt more free to question the orders or assertions of parents and teachers (Independence). This was especially marked in Brazil, Mexico, and Yugoslavia. In Mexico, however, only thirty percent of the children at the working-class level felt free to take an independent stand in this way.

Except in London and Tokyo, middle-class children were more likely to feel that status should be Earned, not just Bestowed or won by good luck. The difference was particularly marked in Mexico, where ninety percent of the middle-class children felt this way as contrasted with sixty percent of the lower-class children. The "reversal" of this trend in England and Japan actually was no more than an equalizing of the two status levels in their scores on this dimension.

Middle-class children showed a preference for Confronting problems rather than avoiding them, more often than working-class children, in all cities except Ljubljana and Chicago. Similarily, the middle-class children gave greater weight to Self-Initiated coping behavior everywhere except in Ljubljana and Austin.

Working-class children preferred to use their own ideas, more than did middle-class children, everywhere except in Yugoslavia and in Austin. There was no particular pattern, internationally, concerning the desirability of Independent or Cooperative effort to get jobs done. Nor was there any general tendency, across countries, for either class to excel the other in preferring Instrumental Action to Fantasy.

There was almost a universal tendency, however, for working-class children to exceed middle-class children in preferring Emotional Self-Control to the direct acceptance and expression of feelings. The only slight exception was in Yugoslavia.

As in their preference for waiting to see what happens, described above, the middle-class children in all countries preferred to stay still when nervous or frightened, more often than working-class children, who preferred to do something active in these circumstances.

Despite the many ways in which the middle-class children have more favorable life circumstances, probably including less exposure to acutely stressful experiences of deprivation, anxiety or family disruption, they expressed the greater degree of Self-Confidence and Self-Satisfaction only in Mexico and Japan, and the difference was very small there. In all of the other countries the working-class children either equalled or exceeded the middle-class children in their reported Confidence and Satisfaction with themselves. Boys were more positive than girls about this, at both social levels, but even more so at the upper-middle class level. The countries were about evenly divided as to whether the working-class or the middle-class children were more likely to see life as hard and complex. The middle-class children showed a very slight tendency to take this view more often in Mexico, Yugoslavia, Chicago, and Austin, whereas the reverse was true in the other four centers.

Because the social class differences were in opposite directions on different dimensions within countries and between countries, there was no universal pattern shown in the Total Score on this instrument. If this Total Score be interpreted as a composite of psychologically "active" tendencies at the high end and "passive" tendencies at the low end of the scale -- a summarization which should definitely be made only to a limited degree, this instrument did not find that the samples of urban children in the different countries showed any sizable, overall differences in psychological activity or passivity according to nationality.

Sentence Completion

As was described earlier, and in Volume VI, the Sentence Completion Coping scores in Stage III correlated much more systematically with the independent criteria of achievement and behavior ratings than did the scores in Stage I. Consequently, the Stage III results probably should be taken with greater weight.

In the area of Task Achievement there were no significant SES differences in Attitude, Stance or Engagement, in either stage. In Stage III, however, the upper-middle class children showed a greater independence of Aid/Advice in all centers except Italy and Austin. They also had higher Coping Effectiveness scores in all centers except

Germany and Austin. Thus, with the exception of the results in Austin, these findings completely duplicated the Stage I finding of a universal SES difference in Coping Effectiveness, in favor of the upper-middle class children. In Stage III, this difference was particularly marked in Japan, and quite marked in Mexico, England, and Yugoslavia. There were no significant differences in emotional expressions in Stage III, although there had been a universally greater incidence of Negative feeling at the lower-class level in Stage I and a universal pattern of more frequent Positive Affect among the upper-middle class children.

In the area of Interpersonal Relations there were significant trends in six of the nine centers whereby the upper-middle class children exceeded the working-class children in Stance and in Engagement. This had been a universal tendency in all countries in the Stage I data, although the absolute differences were quite small. The working-class children exceeded the middle-class children on Stance, however, in Germany, Chicago, and Austin in Stage III; and on Engagement, in Brazil, Germany, and Austin. An exactly similar pattern appeared in the Stage III results on Aid/Advice where all centers except Brazil, Germany, and Austin showed superior independence among the middle-class children. There was a dominant trend for Coping Effectiveness to be greater at the upper-middle class level in all but one center in Stage I (Brazil) and in all but one center in Stage III (Austin). This difference was especially marked in Mexico and Japan in both stages. In Austin, however, the Stage III finding reversed the Stage I finding that the upper-middle class children substantially exceeded working-class children in coping skill in this area. There had been no universal or dominant patterns in Affective expression in Stage I. In Stage III, working-class children expressed more Hostility than middle-class children everywhere except in Germany and Austin. There was a marked tendency for the social class pattern of affective differences to be in favor of the upper-middle class group in most countries.

As concerns relationships with Authority, in Stage I there had been a wide-spread trend for Stance to be higher at the middle-class level in all countries except Italy and Yugoslavia, and for Coping Effectiveness to be higher everywhere except in Brazil and Yugoslavia. The Stage III findings showed a similar general trend in favor of the middle-class group except for a systematic reversal of trend in Germany and Chicago, and a reversal on three scales in Brazil. In Stage III, all centers except Germany and Chicago showed higher Stance scores in the upper-middle class. The same was true of Engagement everywhere except in Germany, Chicago, and Brazil. Aid/Advice was also higher in the middle-class group except for the children of Brazil and Germany. There was not a significant class difference across all countries in Coping Effectiveness because in six centers the middle-class children exceeded the working-class children, but in Brazil, Germany, and Chicago the reverse was true. There was a significant trend for middle-class children, everywhere except in Italy and Yugoslavia, to express more Hostile feeling toward authority than the working-class children. On the other hand, children in six of the nine centers expressed more Depressive

feelings than did middle-class children, except in Germany, Italy, and Chicago. There had been no significant, generalized SES differences in the Affective dimensions in Stage I. Thus, in relating to Authority the working-class children excelled the middle-class children in Brazil, Germany, and Chicago while in all of the other centers the upper-middle class children excelled the working-class children.

In dealing with Anxiety the working-class children showed a more positive attitude in six centers, except for Italy, Yugoslavia, and Austin. This scale had not been measured in Stage I. There were no systematic SES differences on Stance in either stage. On Engagement, except for England and Chicago, the working-class children got higher scores than middle-class children in Stage III, although there had been no systematic SES differences in Stage I. On Aid/Advice exactly the same pattern obtained, with working-class children scoring higher except in England and Chicago. As for overall Coping Effectiveness, which had universally been higher at the middle-class level in Stage I, the same middle-class superiority was evident in Stage III except for a reversal in Italy and Japan. In a quite parallel way, Negative feelings were universally expressed more often at the working-class level in Stage I; and in Stage III this was true, also, except in Italy and Japan, when Hostile feelings were measured, and everywhere except in Germany, Chicago, and Japan when Depressive feelings were measured. In Stage I, Neutral Affective responses were universally more frequent at the middle-class level. This was true in Stage III in all countries except Germany, Italy, and Japan. Positive Affect, which had not been measured in the Stage I, was more frequent at the middle-class level in Stage III in all places except Italy, Chicago, and Japan. Overall, there were two opposite patterns of coping skill and attitude in two sets of countries. In Brazil, Mexico, England (for the most part), Germany, Yugoslavia, and Austin the middle-class children dealt with Anxiety more effectively, more unemotionally (except for Germany) and with fewer negative feelings. In Italy, Chicago, and Japan, on the other hand, it was the working-class children who excelled the middle-class children in both Coping Effectiveness and emotional equanimity.

In reacting to Aggressive encounters, the children in Stage I had shown a quite systematic, universal pattern. The upper-middle class children were superior in their Stance, Coping Effectiveness, and Neutral Affect scores. They were also universally lower in the incidence of Negative Affect.

There were no such universal patterns in the Stage III data, and only two which approached universality. Everywhere except in Yugoslavia and Chicago the working-class children had higher Engagement scores than the middle-class children and they also had higher scores for Depressive Affect. On the other variables, the countries were divided six and three, or five and four. In most cases, Yugoslavia showed the minority pattern, such as a SES difference favoring the upper-middle class on Stance, Engagement, and (low) Depressive Affect.

Considering both the lack of similarity of patterns in the two stages, and the very low incidence of significant relationships of the Aggression coping scores to performance criteria in most countries, undoubtedly the safest generalization is to say that there are no universally different social class patterns in the management of aggressive encounters. Not only does each country have its own pattern, but reactions to Aggression were unusually susceptible to change during 1965 - 1969, compared with the other areas of behavior.

Summing across all five behavior areas, the Mean scores showed three universal SES differences in the Stage I data. The upper-middle class had higher Mean scores on Coping Effectiveness, lower scores on Negative Affect and higher scores on Positive Affect. They also had higher scores on Stance in all places except Italy and Yugoslavia. In Stage III, no such universal SES differences were found although there were several dominant trends that closely resembled the pattern of the Stage I findings. The upper-middle class children exceeded the working-class children on Stance in every center except Germany and Chicago. They also were significantly higher on independence of Aid/Advice everywhere except Germany and Brazil (this had not been measured in Stage I). They had higher scores on Coping Effectiveness in six of the nine research stations, except for Germany, Brazil, and Austin.

On the Attitudinal and Affect dimensions, Brazil and Germany showed a systematic difference from most of the other countries. In these two national samples, the working-class children showed a more positive Attitude than the middle-class children, fewer Hostile feelings and, in the case of Germany, also fewer Depressive feelings.

Overall, taking into account the findings from the samples in both stages, it can be said that in most countries there is a tendency for the upper-middle class to show a somewhat greater degree of coping skill, in several respects. This pattern was systematically reversed, however, in Brazil and Germany, in the Stage III sample. Most of the other countries also departed from this general trend on at least one of the aspects of coping skill or affect tone.

There was one other finding from the Sentence Completion which showed a marked SES difference in the same direction, and of almost the same magnitude, as the differences in Aptitude and Achievement scores. This was the Reality/Fantasy Discrepancy score. Upper-middle class children everywhere were superior on this measure. The size of the SES difference ranged from .4 SD's in England and Yugoslavia to .8 SD's in Brazil, Mexico, and Germany. In all of these countries, the upper-middle class children were substantially less self-congratulatory in describing their own ability to deal with academic tasks than their actual academic performance would warrant. On the other hand, working-class children systematically tended to portray themselves as dealing with academic tasks more effectively than their actual performance justified. This phenomenon has been discussed in each of the intra-country reports. It indicates a rather strong degree of wishful

thinking, or pleasantly self-deceptive evaluation of one's own academic performance, among the working-class children. To the degree that such a lack of realism could prevent them from exerting themselves more strenuously in order to improve their actual performance, this over-optimism would seem likely to perpetuate and reinforce the large socio-economic difference in academic performance.

In the Sentence Completion items dealing with family relationships, there were no universal SES differences in Stage III, although in Stage I the working-class children everywhere had reported more favorable interaction with the two parents combined, and with the father. In Stage III, the working-class children showed the same more-favorable report in six of the nine centers, with the exception of England, Italy, and Japan.

SEX DIFFERENCES

Aptitude and Achievement

There were no significant, generalized Sex differences in Aptitude, as shown in the Raven scores, in either Stage I or Stage III. There was no generalized Sex difference across countries in Mathematics Achievement in Stage I although in Stage III, in all countries except Brazil and Italy, the girls outperformed the boys. Neither in Stage I nor in Stage III was there any systematic Sex difference in Reading Achievement. There were quite consistent national patterns of Sex differences although the differences were relatively small. In both Stage I and Stage III, boys outperformed girls on the standardized Reading test in Brazil, Mexico, and Yugoslavia, whereas girls outperformed boys in England, Austin, and Japan. The Sex differences in Italy were tiny in both stages. (The sample in one of the two stages was missing for Chicago and Germany.) It might be noted that the trend of the Sex differences in these various countries did not systematically parallel the Sex difference in Raven Aptitude scores, except in a few cases.

Thus, schooling in all of these countries tends to produce a good approximation of sexual equality in the knowledge and skills acquired by the boys and girls. The boys are served slightly better in Brazil, Mexico, and Yugoslavia while girls achieve a little greater competence in Austin and Japan, particularly where reading is concerned.

It is all the more interesting, therefore, to find that in Stage III the teachers gave girls higher Grade Point Averages than boys in every country, with an average Sex difference of .2 SD's. The Sex difference was least in the case of Italy and Yugoslavia, greatest in the two American stations, Chicago and Austin. This confirmed or even strengthened the pattern demonstrated in the Stage I data, where six of the eight centers, except for Mexico and Italy, showed the same superiority of girls over boys in Grade Point Average. Research in America and Western Europe has shown that teachers tend to favor girls over boys,

not because the girls necessarily outperform the boys intellectually and academically, but because girls tend to act in more quiet, compliant ways that teachers find easier to live with. Boys are somewhat more apt to be physically restless and to act or speak impulsively, even though it may be only a slight deviation from the teachers' preference. Perhaps these same reasons produce the Sex difference in GPA in all of the countries. The size of the discrepancy is so small, however, (from 0 to .3 SD's in Stage III) that boys probably are not severely upset by this preferential treatment the teachers give to girls. The implied pressure for both boys and girls to conform to an essentially feminine pattern of behavior appears relatively greatest in the United States and either minor or non-existent in Mexico, England, Italy, and Yugoslavia.

Behavior Rating Scales

There are systematic sex-typed patterns of expected behavior within particular countries, as the young people, themselves, see it. In Stage III, for example, boys had higher reputations than girls on every scale in Mexico. In Italy, the same pattern of superior reputation for boys was observed on all but two scales: controlling Aggressive impulse and getting their own way (Self-Assertion).

In contrast, girls tended to score higher than boys on most aspects of coping behavior in Germany, Yugoslavia, Chicago, and Austin. In Japan, girls scored highest on working hard in school, persisting at tasks (Implementation) and showing Initiative; but they scored lower than boys on the other scales.

Only one scale unequivocally showed a universal pattern. This was the one that asked "Who has the best ideas?" (Solver). Everywhere except in Italy the boys had higher reputations than girls for this characteristic; and in Italy the sexes were equal.

The Anxiety item in Stage III, "Who never seems to worry about anything?", found the boys scoring higher in every country except Germany, where there was no Sex difference. There was a strong trend in Stage III for girls to score higher than boys on getting along with teachers. This was true everywhere except in Mexico and Italy.

A direct comparison with the Stage I findings is difficult for two reasons. Many of the items were reworded enough so that differences in phrasing between the two versions of the instrument might well explain differences in the findings. For example, the item that represented coping with Anxiety in Stage I read, "Who does not get upset easily when things to wrong?". In Stage III this was changed to, "Who never worries?". This change was made because the observations gathered in the course of the Stage I testing suggested that the early wording of the item was interpreted by some children, in some countries, in such a way that they thought "upset" meant getting angry, although the great

majority of children everywhere did interpret it as getting anxious. In any case, there is enough uncertainty about the exact equivalence of the wording in the two stages to make direct comparison of the findings on this item rather uncertain.

A similar problem existed with the Interpersonal Relations item. In Stage I, this was phrased, "Who works best with others?". In Stage III it read, "Who gets along best with students in your class?". The emphasis on "work" in Stage I, and its absence in Stage III, could easily make it seem a substantially different item to the children in the two different samples. In Stage I, girls had exceeded boys on this item everywhere except in Mexico, whereas in Stage III the countries were split almost evenly on the direction of the sex difference that was observed.

Another difference between the two stages was the effort to reduce the halo effect that had been found in the Stage I instrument by first giving a popularity item, which was not used in the analyses, and then asking the children to nominate classmates on the remaining scales without regard to their personal feelings of liking or disliking. This worked quite well to reduce the halo effect in Stage III but it may also have modified the use of items even when they were identically worded in Stage I and Stage III. An example is the Academic Task Achievement item, phrased in Stage I as, "Who works hardest at their lessons?" and in Stage III, "Who works hardest in school?". In Stage I, girls had exceeded boys everywhere except in Mexico but in Stage III the Sex difference was in the other direction in four of the original countries, plus Germany.

The superior reputation of boys in Mexico was just as evident in Stage I as in Stage III. There was also almost a duplication of pattern on the Self-Assertion item in the two samples. Whether the item read "fighting hardest to get one's own way," as in Stage I, or "usually getting one's own way," as in Stage III, boys exceeded girls in Mexico, England, Yugoslavia, Chicago, and Austin both times. Girls exceeded boys in Brazil and Italy both times, with the addition of Germany in Stage III. The only slight shift between the two stages was in the case of Japan, where there was a very small reversal of the Sex difference.

Clearly, children in all countries, of both sexes, think that boys have "the best ideas" somewhat more often than do girls. Beyond this, there simply is no universal agreement on the superiority of either sex, across all cultures. There are, however, quite definite patterns of attributed superiority, albeit not of any great degree, which systematically vary from country to country. Thus, as has long been thought, sex roles and sex-typed behavior definitely appear to be culturally induced, insofar as this quite solid evidence from peer ratings bears on the question. In particular, neither boys nor girls are universally seen as demonstrating superior coping skills. In some countries one

sex is viewed as more effective, while in other countries the reverse is true. Actually, the only country where male supremacy is given serious weight by children of these ages is Mexico. The fact that the next-closest approximations to this pattern occur in Brazil and Italy is not surprising. The Latin tradition of male supremacy does appear to be reflected in these data. Even in Brazil and Italy, however, agemates view girls more favorably than boys in a number of important aspects of coping behavior.

Occupational Values

While the peer reputation data showed that young people in most countries saw boys and girls coping about equally well with life, if all kinds of problems were averaged out, the data from the Occupational Values instrument make it emphatically clear that males and females universally stress quite different values and quite different ways of dealing with life. Since these are the stated preferences of the young people, themselves, if they are to be viewed as stereotypes of male and female sex roles they must certainly be recognized as thoroughly internalized role patterns, established quite firmly and universally by the age of ten.

Girls everywhere, in both the Stage I and the Stage III samples, expressed greater interest in following artistic or musical careers (Esthetics), Self-Satisfaction, Pleasant Surroundings and agreeable Associates at work. Everywhere in Stage I, and everywhere except Italy in Stage III, the girls expressed a greater concern for work where they could help other people (Altruism); this was especially marked in Austin and Chicago. Everywhere except in Yugoslavia in Stage I, and everywhere in Stage III, the girls gave greater importance to work which would be Intellectually Stimulating. Everywhere except Yugoslavia and Japan in Stage I, and Yugoslavia in Stage III, girls put more importance on Variety in their work. Considering this constellation of values, it seems quite accurate to say that their higher score on the composite of Intrinsic values really represents what that term usually connotes.

In contrast, the boys everywhere, in both stages, put greater emphasis on the opportunity to be Creative, to gain Prestige and to make money (Economic Returns). Everywhere except Brazil in Stage I, and Austin in Stage III, the boys expressed a greater interest in Attaining Managerial power. Everywhere except in Mexico and Yugoslavia in Stage I, and Mexico, Yugoslavia and Brazil in Stage III, boys expressed a greater concern for the chance to get ahead in their careers (Success). While the pattern on this variable was not universal it was substantially stable in every country, except for the shift in Brazil. For obvious reasons, boys universally expressed a greater interest in following their fathers' careers, in both stages.

Only two of the value dimensions failed to show a predominant Sex difference. These were Independence and Security. The weight given to these two career values shifted appreciably from Stage I to Stage III. The latter consideration, in particular, may be particularly susceptible to influence from immediate economic circumstances at the time of testing.

Thus, of the fifteen values, eight showed a universal Sex difference in both stages; two more showed a universal Sex difference with the exception of one country in one of the stages; two more showed dominant Sex trends in all but one or two countries, in both stages; and one more value showed a dominant Sex trend in six countries, with a stable trend in the opposite direction in two or three other countries, both of which patterns were stable across the two stages. In short, these data show that boys and girls are distinctly different in much more than their biology. They have two different sets of dominant values. These sex-typed value systems occur universally in all of the national samples studied, and in both the Stage I and the Stage III research samples. Beyond that, there are several other widespread, sex-typed patterns; and, where one or two countries show the opposite pattern, they also do so quite stably. In other words, there are predictable cultural variations in the sex-typing of values which hold stable across a period of several years, at least. Indeed, this large proportion of stable Sex differences is the largest systematic difference that has been found on any of the instruments, considering country, sex, age, and socioeconomic status as possible sources of variance. The differences between boys and girls in the things they value in life appear to be more marked and more enduring than national differences, socioeconomic differences, or age differences from ten to fourteen years.

Occupational Interests

Considering both the central necessity of an occupational career for boys and the greater career opportunities for boys that exist in all of these cultures, it is not surprising that there was a universal pattern for boys to exceed girls in the level of their Occupational Aspirations and their Occupational Expectations, in Stage III. This Sex difference was greatest in Mexico, Japan, Brazil, and Italy. The only surprise was the fact that this Sex difference was actually reversed in England and Yugoslavia in Stage I and became only a very small difference in favor of the boys in England and Yugoslavia in Stage III. The Sex difference in Germany was also very small.

On the other hand, there was extremely little or no difference between boys and girls in the degree of discrepancy between their level of Aspiration and their level of Expectation. There was a significant but extremely tiny, universal difference favoring the boys in Stage I; no systematic difference at all, in Stage III. The degree of ambition to exceed the occupational level of the father was quite parallel to

the patterns on the absolute measures of Aspiration. In Stage I, boys showed greater ambition than girls for occupational mobility except in England and Yugoslavia. In Stage III, this same Sex difference appeared everywhere except in Yugoslavia. Especially in Yugoslavia, and also in England in the first sample, girls appear to believe that they have just as good a chance as boys to achieve upward mobility in adult careers.

A most interesting finding concerns the level of Educational Aspiration. Girls in every country, in both stages, sought more education than did boys. This difference was small in Stage I but increased in Stage III. This pattern may relate to the girls' greater interest in Intellectual Stimulation, as shown in the Occupational Values data. Furthermore, the girls in most countries appear to differentiate the functions of education and occupational training somewhat more than do the boys. Even though they do not expect education to bring them as much career mobility as the boys anticipate, girls seek such education for other, self-fulfilling purposes (see their high Intrinsic score in the Occupational Values).

Social Attitudes Inventory

In the Stage III version of this self-report inventory there were no significant Sex differences in the reported ability to cope with problems of Task Achievement, Authority or Anxiety. In handling Interpersonal Aggression, however, about ten percent more girls reported coping well, everywhere except in Italy. There was a similar pattern, though with an even smaller difference, in the area of Interpersonal Relations. Here, girls outscored boys in their self-reported Coping Effectiveness everywhere except in Mexico. The difference was less than ten percent, though. Primarily because of these Sex differences in favor of the girls in dealing with Aggression and Interpersonal Relations, the Total Score for Coping Effectiveness favored the girls in all countries except Italy and Mexico; but by less than ten percent.

The quite different instrument which had been administered in Stage I showed that boys more often described themselves as using Active Coping measures; but they also more often reported using Active Defensive measures. Girls more often reported using Passive Defensive measures, everywhere except in Japan. Girls did not, however, have the higher scores for Passive Coping behavior in Brazil, Mexico, Yugoslavia or Japan, although they did outscore the boys on this kind of coping behavior in England, Italy, Chicago, and Austin.

Combining the findings from the essentially two different instruments, boys report themselves more Active than girls in all of the countries. Neither they nor the girls, however, mistake this for a generalized superiority in overall coping effectiveness. In Stage I, the boys reported reacting in an Actively Defensive way more often than did the girls; and, in Stage III, the boys rated themselves a little less

effective in dealing with Aggression or Interpersonal Relations than did the girls. In summary, the data quite clearly conform to the commonplace observation that boys tend to respond actively, girls passively, as concerns style of coping. Nonetheless, by the account of the children themselves, the feminine coping style works at least as well as the male coping style and sometimes a little better, particularly in dealings with other people. Active methods and passive methods are two different ways to deal with life, neither of which is necessarily or systematically superior to the other, particularly if it is sex-appropriate for the individual child.

Views of Life

Of the twenty scales in this instrument only two showed a Sex difference which went the same way in all countries. Boys more often than girls chose to initiate problem-solving activity themselves, rather than wait for others to suggest a course of action, in all countries. The differences were very small in Chicago and in Austin but as much as twenty percent in Mexico. The only other universal Sex difference was on the Self-Concept scale. Boys reported feeling confident and self-satisfied at least ten percent more often than girls, on the average, and twenty percent more often at the upper-middle class level.

There were opposite Sex trends on the other scales, differing by country. Boys scored higher on Locus of Control in Brazil, Mexico, England, Yugoslavia, and Chicago; but girls scored higher on this in Italy, Austin, and Japan. On Academic Locus of Control the pattern was quite similar, except that girls scored about the same as boys in Yugoslavia and lower in Austin than they had on the generalized Locus of Control scale. Boys outscored girls for preferring to take Action rather than wait and see, in Brazil, Mexico, England, Chicago, and Austin; the girls scored a little higher in Italy, Yugoslavia and Japan. Girls scored higher in England and Japan for preferring Immediate to Delayed Action whereas the boys scored higher in all of the other centers. Boys preferred a faster Rate of Action everywhere except in Yugoslavia and Japan.

One of the most general Sex differences was the definite tendency for girls to express a greater Intrinsic interest in work than boys, everywhere except in Mexico. This corresponds with their substantially higher Intrinsic score in the Occupational Values data.

Yugoslavia and Japan were, again, the only exceptions to a sex-typed pattern whereby boys everywhere else put Task Achievement ahead of friendship. Everywhere except in Brazil, boys also chose Competition over Cooperation a little more often than girls although both sexes strongly leaned toward Cooperation, except in Yugoslavia, where they divided their choices about evenly.

Although the differences were small in either direction, it is particularly interesting to note that girls more often felt free to question the word or orders of parents and teachers (Independence) than did boys in Brazil, Italy, Chicago, Austin, and Japan. In Mexico, England and Yugoslavia, the balance tipped a little in favor of the boys.

As on so many other items, the direction of Sex differences on Earned versus Bestowed Status went one way in Yugoslavia and Japan (and also Mexico) in favor of the boys, whereas the girls scored higher on this in the other countries. Again, this seems to reflect the rather general tendency for girls to value the Intrinsic quality of work more than the external rewards -- except for the three countries noted. Yugoslavia and Japan were again the only places where boys slightly outscored girls in preferring to Confront problems rather than ignore them. The differences elsewhere were small but they favored the girls.

Everywhere except in Yugoslavia and Austin boys more often preferred Instrumental action to fantasy. Boys also preferred Controlling their feelings to expressing them in Brazil, Mexico, England, Chicago, and Austin, while, as on many of the other scales, a reverse Sex pattern appeared in Italy, Yugoslavia, and Japan.

It is of some interest that there was no uniform reaction of girls and boys to the scale that measured Actively/Passivity under Stress. Boys did show a slight preference for activity in Mexico, Yugoslavia, Austin, and Japan, but the reverse was true in the other four centers. In this respect, at least, there was no universal display of feminine passivity.

To the degree that the Total score on this instrument, however, may very cautiously be taken to represent degree of psychological activity, it did show boys scoring higher than girls everywhere except in Japan. The girls in most countries showed a slight but rather systematic tendency to respond in a somewhat less self-assertive, psychologically active way than the boys. In Yugoslavia and Japan, however, the girls did not follow this traditional pattern. They even outdid the boys to a slight degree in a good many of the dimensions measured by this instrument. Whether they are culturally encouraged in these two societies to act this way overtly, it is clear that they certainly prefer this more self-assertive style of coping behavior.

Sentence Completion

Relatively few of the aspects of coping behavior measured by this instrument showed systematic Sex differences which were stable across the two samples. Even where they did occur, the differences tended to be quite small.

In the area of Task Achievement there were no dimensions on which either sex scored systematically higher in both stages. Girls tended to express a somewhat more positive Attitude than boys in Stage I, everywhere except in Brazil. Boys were more Affectively Neutral in Stage I except in Yugoslavia and Japan. In Stage III, however, there were no significant Sex differences on these or any other dimensions.

In Interpersonal Relations girls had universally shown a more positive Attitude than boys in Stage I. In Stage III, although there was a numerically significant trend in this same direction, in fact the countries were evenly divided, with only the girls in Mexico, England, Chicago, and Japan showing this more positive Attitude. There were no other universal or even dominant trends in Stage I which showed significant Sex differences. There was, however, a systematic tendency for boys to score higher on several dimensions in one set of countries and for girls to score higher on the same dimensions in another set of countries. The boys in Brazil and Italy scored higher on Engagement, Coping Effectiveness and Affective Neutrality. The boys in Mexico and Yugoslavia also scored higher on Coping Effectiveness and Affective Neutrality. Conversely, the girls scored higher than the boys on Coping Effectiveness and Affective Neutrality in England, Chicago, Austin, and Japan. In Stage III the pattern shifted to a dominant trend favoring girls, everywhere except in Mexico, on Engagement, Aid/Advice, and Coping Effectiveness. Girls universally showed less Hostile Affect and more Depressive Affect (especially at fourteen) than boys. The absolute differences were small in both stages, however, so the soundest generalization is to say that there were no uniform tendencies for either sex to excel the other in their coping skills or attitudes in this area of Interpersonal Relations.

Much the same was true in the realm of relationships with Authority. There was a very small though universal Sex difference in favor of the boys on Engagement in Stage I. They tended to express fewer negative feelings everywhere except in Chicago, fewer positive feelings except in Mexico, and greater Affective Neutrality everywhere except in Chicago, in Stage I. In Stage III, this same pattern of greater Affective Neutrality held true among the boys, except in England. The lesser amount of Negative Affect also held true, except in Chicago. Otherwise, though, there was a different pattern in Stage III whereby girls scored higher than boys on Attitude and Aid/Advice in seven of the nine centers. Boys, on the other hand, scored higher on Stance. They also expressed more Hostile Affect except in Brazil, Italy, and Japan. Overall, the one generalization which appears warranted is the tendency of boys in most countries to react with less emotion in their relations with Authority and, possibly, to experience a smaller incidence of Depressive Affect.

Anxiety was the one area of behavior which showed systematic Sex differences, across both stages. Boys scored higher than girls on Stance in all countries, in both stages. They also scored higher on Engagement in all countries in Stage I, and in all countries except England

in Stage III. They had higher Coping Effectiveness scores in all countries except Japan in Stage I, and except in Japan, Yugoslavia and Germany in Stage III. Girls showed less Hostile Affect than boys everywhere except Mexico in Stage III and they universally showed more Depressive Affect. It might be the Depressive element which accounted for their universally higher scores on Negative feeling in Stage I, although that cannot be directly determined. Boys were more Affectively Neutral than girls in all countries in Stage I and in all countries except Yugoslavia and Japan in Stage III. Thus, it can be fairly said that boys excel girls in coping with Anxiety in most countries, both in their emotional reactions and in the effectiveness of their coping behavior. The exceptions occur mainly in Japan and Yugoslavia.

In the area of Aggression, girls scored higher than boys on Stance in Stage I in all countries except Brazil and Italy. They scored higher everywhere on Engagement. Otherwise, there were no systematic Sex differences in Stage I. In Stage III the Sex difference on Stance was actually reversed, with boys scoring higher everywhere except Germany and Japan. The one repetition of a Stage I pattern found the girls scoring higher on Engagement in all countries except Italy. Thereafter in Stage III the girls tended to outscore the boys in most countries. They had higher scores on Aid/Advice in six of the nine centers. They had somewhat higher scores on Coping Effectiveness everywhere, with the difference most marked in England and Chicago. They expressed fewer Hostile feelings, except in Brazil and Germany, although they expressed more Depressive Affect than boys in all countries. They reacted in a more Neutral way, though, everywhere except in Brazil and Germany. It is of considerable interest to note that while commonsense reasoning might lead one to expect boys to have more experience, and therefore a greater skill, in coping with overt aggression, in fact, wherever Sex differences appeared in these data they tended to favor the girls, in most countries. In Stage III, certainly, it was apparent that the girls were less prone to counterattack with Hostile feelings. Rather, they tended to reduce or resolve the conflict in a less emotional way than the boys.

Although there is undoubtedly a much higher incidence of overt aggression among boys at these two social levels, in all of the countries studied, they appear simply to repeat aggressive experiences without improving their skills in conflict resolution, as compared with girls. For whatever reasons, to the degree that any Sex differences were observed -- and they were not very large -- the girls managed to contain or resolve aggression more effectively.

The pattern of Mean scores in Stage I showed a universal tendency for girls to express a more positive Attitude and also to express slightly more Positive Affect in the course of dealing with the problem items. Boys scored higher on Engagement and Neutral Affect, and lower on

Negative Affect, everywhere except in Chicago. They scored higher on Coping Effectiveness in five countries but the girls scored higher in England, Chicago, and Japan. The differences were quite small, in any case.

In Stage III, the only universal (and small) differences had the girls showing less Hostile Affect and more Depressive Affect in all countries. The girls also scored a little higher than the boys on Engagement and Aid/Advice in seven or eight of the countries. The most marked pattern, however, was one of rather systematic sex patterns according to countries. In Brazil and Mexico, for example, the boys outscored the girls on Attitude, Aid/Advice, Coping Effectiveness, Affective Neutrality and Positive Affect. The Brazilian boys outscored the girls on Engagement, as well. The boys in Italy outscored the girls on Attitude, Coping Effectiveness, and Affective Neutrality. In most of the other countries and especially in England and Yugoslavia, the girls outscored the boys on most of these dimensions.

Overall, as was found in the data from the earlier instruments, there appear to be few large, universal Sex differences in coping ability. Just as was found in the Behavior Rating data, however, the observable Sex differences in the Sentence Completion data tend to favor the boys in Brazil and Mexico, especially, and to a lesser degree in Italy. The girls outperformed the boys, on the other hand, in England, Yugoslavia, and Japan and, to a lesser degree, in Germany, Chicago, and Austin.

An important Sex difference did appear in the style of emotional reaction to problems. When circumstances create negative feelings in girls, it is more likely to take the form of Depressive rather than Hostile feelings, while the reverse is true with boys. The differences in these data were quite small, however, so even this difference between the sexes is likely to be unrealistically exaggerated if much emphasis is given to it.

The Reality/Fantasy Discrepancy score did not show a universal Sex difference. On the contrary, it showed very stable national patterns which were opposite in two sets of countries. In Brazil and Yugoslavia the boys showed a greater degree of Realism than the girls, in both stages. The girls in England, Austin, and Japan, on the other hand, showed greater Realism than the boys in both stages, particularly in Austin in Stage I. The two sexes in Italy showed practically no significant difference in Realism in either stage. The boys exceeded the girls in Chicago in Stage I; no achievement test data were available there in Stage III to allow this comparison to be made. Germany, joining the study in Stage III, showed the girls excelling the boys in Realism of self-assessment of achievement. The only reversal between Stage I and Stage III occurred in Mexico where the girls scored higher in Stage I but the boys scored higher in Stage III.

The sets of items dealing with family relationships had shown no significant Sex differences in Stage I. Approximately the same was true in Stage III, except that girls reported more favorable interactions with the two parents combined, in all countries except Italy in Stage III. Again, there was a rather systematic difference between countries. Boys more often reported feeling that their parents had positive perceptions of them in Brazil, Mexico, Germany, and Japan; whereas more girls reported favorable parental perceptions in England, Yugoslavia, and Chicago. The same pattern appeared on the pair of items dealing with maternal attitudes and interaction. The boys in Italy particularly outscored the girls in reporting favorable interactions with father, as well as with father and mother combined.

Story Completion

For reasons cited earlier, only a few of the measures from this instrument can support simple interpretation. It does seem of interest to observe that the Mean scores on Coping Effectiveness, across all stories, did not vary by sex in any systematic way in Stage III. Neither boys nor girls universally portrayed themselves as coping more effectively with life than did members of the opposite sex. In Stage I, everywhere except in Italy, girls showed a slight superiority to the boys in their Total Coping Effectiveness score.

Girls universally, however, wrote longer stories in response to the stimuli. Considering the lack of any systematic superiority of girls on the Reading Achievement tests, their tendency to tell longer stories might reflect a greater willingness to comply with the requests of adults and school authorities.

There were marked Sex differences, too, in the amount of emotion spontaneously expressed in the course of telling the stories. Girls universally had the heroes or heroines in their stories express Positive Affect more often than did boys. On the other hand, girls also had their heroes express more Negative Affect than did boys, in all centers except Chicago and Japan. In short, girls tended to express more affect, in general, in the process of responding to the problems. This was confirmed by the universally greater amount of Total Affect expressed in the girls' stories, not only by the hero but by anyone else who happened to be described. Thus, as has long been observed, girls are "more emotional" than boys, in the sense that they more freely express emotion.

At the same time, it is not at all true that such emotional expressiveness is a substitute for rationality. Boys have nowhere in these data shown any universal superiority to girls in their actual ability to cope with problems. Thus, the two sexes do show an important stylistic difference but this does not mean that either sex-typed pattern is superior or inferior to the other as a way of solving problems in life. It may be recalled that in the Views of Life the boys in most countries

preferred to control feelings rather than express them. The girls also preferred control to expression, but to a less marked degree. This pattern held true everywhere except in Japan, where both boys and girls, to an equal degree, preferred expressing their feelings to holding them in or otherwise restraining them.

INITIAL HYPOTHESES ABOUT SEX AND STATUS DIFFERENCES AND HOW THEY FARED

Socioeconomic Status Differences

At the outset of the study, the following eight hypotheses were proposed:

1. Upper-middle class children will have higher achievement scores than will upper-lower class children.

This hypothesis was strongly confirmed in all countries for the Raven Aptitude measure, the Mathematics Achievement scores and Reading Achievement scores. The upper-middle class children also were given higher Grade Point Averages by teachers universally in Stage 1, and everywhere except Brazil in Stage III. There was a decided difference, however, in the size of the SES difference from country to country. On the Raven, for example, this ranged from .2 SD's in Yugoslavia to a full 1.0 SD in Chicago. In Mathematics, the range was from .2 SD's in Brazil and Germany to .9 SD's in Japan and 1.0 SD's in Mexico. In Reading, the range was from .4 SD's in Yugoslavia, Brazil and Italy to 1.0 in Japan. As for GPA, the range was from a difference in favor of the working-class children to .2 SD's in Brazil, to a difference of .8 SD's in favor of the upper-middle class children in Japan and Mexico.

While this result was expected, this is the first time that the hypothesis could be tested on large, carefully stratified samples in this many countries. Considering the fact that the children of the very poor, unskilled working classes were not included in the sample, the large differences in many countries between the children of the skilled working class and the upper-middle class are greater than might have been anticipated. The international differences are equally significant. Yugoslavia and Germany, for example, achieve almost equal effects in their schooling of children from these two social levels whereas schooling in Japan and Mexico, by contrast, produces much more effective results for upper-middle class children than for skilled working class children.

While the socioeconomic differences in achievement could, theoretically, be accounted for by the closely parallel differences in the Raven Aptitude measure, in each country, the much smaller socioeconomic differences in nonacademic coping effectiveness (see below) strongly suggest a different explanation: both the Aptitude and the Achievement scores may be correlated effects of prior influences which make academic learning in the upper-middle class more meaningful, better motivated or more effectively supported by home example than in the working class.

2. Upper-middle class children will have higher Educational Aspirations than will upper-lower class children.

This hypothesis was universally verified in all countries but with an important qualification. The difference was not nearly as large as the differences in education of the fathers at the two social levels. Most of the skilled working class children wanted to graduate from high school and, in most countries, most of them hoped to secure some college training. This is far more education than their fathers obtained in their youth.

Since higher education is not as easily available to working class children as to upper-middle class children, especially in some of the more recently developed societies, this strong aspiration for higher education creates a focal point for strong dissatisfaction with existing educational opportunities. Such dissatisfaction has been evident for many years among university students who have been admitted to higher education. The present data suggest that there is a much larger potential for dissatisfaction in the great pool of working class youth who will not be admitted to college training.

3. Upper-middle class children will have higher Occupational Aspirations and higher Occupational Expectations than will upper-lower class children

This hypothesis was verified in all countries. As in the case of Educational Aspiration, however, the difference was much smaller than the occupational difference between the fathers of the children at these two social levels. The upper-lower class children hoped to rise almost to the upper-middle class level, whereas the upper-middle class children were largely content if they could stay where they were. Thus, the desire for upward mobility is much greater at the working-class level than at the upper-middle class level. This is entirely understandable but, again, it represents a potential source of strong social discontent, not just at the unskilled worker level but at the skilled worker level, in all of these societies.

4. Upper-middle class children will have different discrepancy scores between Occupational Aspiration and Expectation than will the upper-lower class children.

This hypothesis was verified in all countries. The discrepancies were very small, however, at both social levels. The working-class children had a slightly higher excess of aspiration over expectation than the upper-middle class children but the difference was scarcely large enough to talk about. Since the upper-middle class children could much more easily achieve the occupational levels they desire than could the working class children, the fact that the working class children have expectations almost as high as their aspirations seems certain to lead to disappointment for them. True, many studies have shown that children

lower their aspirations after fourteen; but this realism is not the same as a satisfied acceptance of the status quo.

5. Upper-middle class children will prefer different occupational values than will upper-lower class children.

This hypothesis was substantially verified. Of the fifteen values, three showed universal SES differences in both stages, four more showed a universal SES difference in one stage, along with a dominant SES difference in the same direction in the other stage. An additional three values showed dominant SES differences in three-fourths or more of the countries, in both stages. Thus, ten of the fifteen values did show systematic socioeconomic differences, although there were different patterns in one, two or three of the countries, even on these values.

Upper-middle class children everywhere gave greater importance to Independence and to Following their Fathers' occupations. In most of the countries they also gave greater weight to Altruism and to Intellectual Stimulation.

On the other hand, the working class children everywhere gave more importance to Security of employment. Except for Austin in Stage III, they everywhere gave greater importance to Economic Returns; and, except for Italy in Stage I, they everywhere gave greater importance to pleasant Surroundings at work. In most countries, they had a greater desire to achieve Prestige and Managerial power. They also viewed Esthetic careers more favorably in most countries.

6. Upper-lower class children will show a greater preference for "Extrinsic" occupational values than will upper-middle class children.

Largely because the "Extrinsic" total score grouped together items which were not always similarly grouped by the children in different countries when they made their rankings, this hypothesis was only partially verified. In Stage I, the countries were split five to three in favor of the hypothesis while in Stage III the upper-lower class children scored higher on the "Extrinsic" sub-total in seven of the nine centers. There was a more systematic trend for upper-middle class children to have higher "Intrinsic" scores than the upper-lower class children. This difference from the "Extrinsic" pattern was possible since the two sub-scores are not automatically reciprocals of each other when large groups of children are averaged together.

On the whole, therefore, the general idea represented by the initial hypothesis has been appreciably confirmed. It is scarcely surprising, of course, that working class children should put greater stress on extrinsic rewards, since they and their families have experienced far fewer such rewards than the upper-middle class children can quite comfortably take for granted. A pragmatic explanation such as this

seems more reasonable and appropriate than the older, moralistic explanation by proponents of the Puritan ethic who attributed superior motives to the upper-middle class. The practical effect, however, may be that working class children have a harder time learning to seek and to successfully enjoy the intrinsic pleasures that good work and personal mastery can bring. In most of these societies, educators have not yet found a way to overcome this discrepancy and the difficulties it creates. Traditional education does not equalize the chances of children from these different social levels to achieve potent self-realizing powers, and therefore to achieve equal effectiveness and satisfaction in some very important aspects of living. This appears to be a place where creative invention is badly needed in all of these societies -- the invention of educational practices which would teach children of the working class to value the realization of their own powers to a greater degree than their past circumstances have permitted.

7. Upper-middle class children will demonstrate a different style of coping than will upper-lower class children.

On the whole, there was considerable evidence to support this hypothesis, at many points in the data derived from five instruments: the Stage I Social Attitudes Inventory, the Stage III Social Attitudes Inventory, the Stage III Views of Life, the Sentence Completion and the Behavior Rating Scales.

The Stage I Social Attitudes Inventory was the only instrument that did not show a difference of the predicted kind. The one such difference which it could have demonstrated was a greater tendency toward activity or passivity in one or the other social group. No such systematic difference was observed. The Stage III Social Attitudes Inventory measured only Coping Effectiveness, not style of coping. Consequently, it did not bear on this hypothesis.

The Stage III Views of Life questionnaire showed a considerable number of characteristics on which the children of the two different social levels differed in most or all countries. The upper-middle class children scored higher in their general Locus of Control (the capacity to control life events); in their preference for immediate action rather than delayed once they decide to deal with a problem; in their freedom to differ with or criticize parents and teachers; in their desire to earn status rather than have it bestowed upon them; in their readiness to confront problems; and in their readiness to initiate action by themselves.

The upper-lower class children, curiously, everywhere took more responsibility for their own academic fates (Academic Locus of Control); they preferred acting to staying still when crises arose, to a slightly greater degree; they were somewhat more likely to prefer cooperation to competitive methods of achievement; they were more likely to prefer to use their own ideas; they put more emphasis on emotional control; and,

despite much evidence in the total body of data that the upper-middle class children have somewhat superior coping skills, the working class children actually felt more self-confident and self-satisfied, everywhere except in Mexico and Japan. The exceptions to these patterns occurred chiefly in Yugoslavia, Mexico, Japan and the United States, on one or another of the variables.

If the Total Score on this instrument be taken as a measure of "psychological activity," there was no systematic SES difference. This finding parallels that from the Stage I Social Attitudes Inventory.

In the Sentence Completion data the upper-middle class children outscored the working class children on Stance and Independence of Aid or Advice, except in Germany and one other country. None of the other coping style dimensions showed systematic SES differences which were similar across all five areas of behavior. In Task Achievement, for example, the upper-middle class children had higher scores on Aid/Advice but this was the only SES difference. In Interpersonal Relations, the middle-class children scored higher on Stance, Engagement and Aid/Advice while the lower-class children scored higher on Hostile Affect, except in Germany and Austin. In dealing with Authority,the middle-class children scored higher on Stance, Aid/Advice and Hostile Affect while the working class children scored higher on Depressive Affect. In dealing with Anxiety,the working class children scored higher on Engagement, Aid/Advice, Hostile Affect and Depressive Affect in five of the nine centers, while the middle-class children scored higher on Neutral Affect and Positive Affect in six of the nine centers. The major exceptions were in Italy, Japan and Chicago. In dealing with Aggression, there simply were no stable patterns across the two stages. There had been a universal difference on a number of dimensions in favor of the middle-class children in Stage I; but this was reversed in the Stage III sample.

The coping style dimensions measured in the Stage III Behavior Rating Scales all showed a consistent SES difference, with some exceptions in Mexico, Brazil, and England. Everywhere else, the upper-middle class children were judged more effectively Assertive, more persistent (Implementation), more Self-Initiating in attacking problems and more resourceful in devising solutions to problems by their own thinking (Solver). This pattern was reversed on all four variables in Mexico, however. The working class children were judged more Assertive and better Solvers in Brazil; and more Assertive and better Initiators in England.

Thus, while the predominant weight of the evidence tended to favor the upper-middle class children in most countries, as to effective styles of coping behavior, it is equally important to note that peer judgments reversed this direction of superiority in Mexico, Brazil, and

England. The differences in coping style observed in the Sentence Completion were small enough, moreover, to make it important not to exaggerate the magnitude of this superiority of upper-middle class children, even in these countries where it is an observable fact.

Those variables from the Story Completion that lend themselves to international comparison showed the middle-class children telling longer stories, everywhere except Brazil and Austin. The most likely interpretation of this is the greater willingness of the upper-middle class children to accede to the requests of school authorities even when they don't particularly identify with the task. (The exception in Austin reflected an open, almost angrily negative attitude on the part of many of the upper-middle class children toward this instrument, at the fourteen-year-old level.)

There was a slight tendency for middle-class children to show their heroes expressing Negative Affect more often than in the stories of the lower-class children, everywhere except in Brazil and Yugoslavia, where the two social groups were about equal. Also, except in Brazil, Mexico, and Yugoslavia, the middle-class children told stories in which more Total Affect was expressed.

8. Upper-middle class children will exhibit more effective overall coping behavior than will upper-lower class children.

The Stage I Social Attitudes Inventory showed that the working class children more frequently reported defensive behavior, whether active or passive in nature, than did the upper-middle class children. This confirmed the hypothesis. The different, Stage III, Social Attitudes Inventory, on the other hand, showed no overall superiority of either social group. The upper-middle class children more often reported coping effectively with Anxiety but the difference was quite small; and the upper-lower class children more often reported coping effectively with Aggression, except in Germany and Italy. The hypothesis was therefore not confirmed by the Stage III version of this self-report instrument.

The evidence from the Sentence Completion data generally tended to confirm the hypothesis. Thus, in the area of Task Achievement, the upper-middle class scored higher on Coping Effectiveness in every country in Stage I and everywhere except Germany and Austin in Stage III. In Interpersonal Relations this same superiority of the upper-middle class appeared in all countries but Brazil in Stage I and in all centers but Austin in Stage III. The SES difference was particularly marked in Mexico, England, and Japan. In dealing with Authority, the hypothesized difference was confirmed in six countries in each stage but it was reversed in Brazil and Yugoslavia in Stage I and in Brazil, Chicago, and Germany in Stage III. In dealing with Anxiety, the upper-middle class children scored higher in all countries in Stage I and everywhere except Italy and Japan in Stage III. Only in dealing with Aggression was there no systematic SES difference which was stable across both samples. The

upper-middle class children had scored higher on Coping Effectiveness in this area, in all countries in Stage I, but this pattern was reversed everywhere except for Yugoslavia and Chicago in Stage III. When Coping Effectiveness across all five areas of behavior was averaged, the upper-middle class children scored higher everywhere in Stage I. In Stage III this pattern continued to hold, except that the children in Brazil and Austin scored almost the same at the two social levels and the new sample from Germany showed a slight superiority of the working class children. Thus, the hypothesis was largely confirmed but it is extremely important to note the rather systematic exceptions to this pattern in Germany, Austin, and Brazil. What is more, although the differences tended to be in favor of the hypothesis in most countries, in most areas of behavior, they were not nearly as large as the SES differences in the academic achievement measures.

The Behavior Rating Scale data also confirmed the hypothesis in Stage I, everywhere except for Brazil and England. In Stage III, the differences were in the predicted direction in all countries as concerned coping with Authority; everywhere except Mexico in Task Achievement and Interpersonal Relations; and everywhere except Brazil and Mexico in dealing with Anxiety. The upper-middle class children were more effectively Self-Assertive everywhere except Brazil and England in Stage I and everywhere except Brazil and Mexico in Stage III. The SES difference was particularly marked in Italy and Japan. Coping with Aggression was handled more effectively by upper-middle class children, according to their agemates, in all countries except Brazil and England in Stage I. (This variable was not measured in the same manner in Stage III.) The one aspect of behavior which did not show a systematic SES difference was the control of one's own Aggressive feelings, measured in the Stage III instrument. In this respect, working class children scored higher in Brazil, Mexico, England, and Germany while upper-middle class children scored higher in Italy, Yugoslavia, Chicago, Austin, and Japan.

One of the largest, universal socioeconomic differences was found on the Reality/Fantasy Discrepancy score, derived from a comparison of self-described effectiveness in dealing with tasks (on the Sentence Completion), with actual effectiveness on the Reading test. All countries, in both stages, showed a substantial difference in favor of the upper-middle class children. These children tended to be more modest in their self-assessments than their actual performance warranted. The working class children, on the other hand, tended to paint a rosier picture of their coping effectiveness on the Sentence Completion achievement items than their relative standing on the Reading tests would warrant. If this measure be taken as an estimate of the degree of realism the children exercise in assessing their own academic performance, the working class children are strikingly less realistic. Insofar as their own perceptions tend to make them more self-satisfied than their performance would justify, this subjective readjustment of the facts may considerably reduce their incentive to exert themselves to improve their academic

skills. Upper-middle class children, on the other hand, are less satisfied with their own performance and thus may feel a greater incentive to exert themselves in school. This would appear to be a major problem in all of these countries. Considerable educational inventiveness may be required to counteract the too-easily satisfied expectations which working class children seem to hold for themselves, everywhere.

The relative dissatisfaction of the upper-middle class children does not present the same kind of problem, except in those cases where it becomes so extreme as to engender excessive anxiety. Among upper-middle class children as a whole, it seems likely to motivate them to keep working hard in School.

The data from the several instruments tended to confirm the original hypothesis that upper-middle class children would show a greater degree of coping effectiveness than their working class agemates. There were important, systematic exceptions, however, in several countries, as has been noted. In these countries, the hypothesis was contradicted in a number of areas of behavior. The influence of socioeconomic status on the development of coping behavior must be differently described in these countries.

The working class children in all countries, however, seem almost certain to experience a good deal more disappointment in their future lives than the children from the upper-middle class level. Even if the working class children are not much less effective in coping with live problems, they want so much more than they have, that they can scarcely avoid continuing to experience frustration as they go through school, enter the world of work and achieve their ultimate levels of socioeconomic status and prestige in their societies. They want more than do the upper-middle class children, compared with their present state, and yet, in most countries, they are somewhat less able to accomplish their hopes, whether this be measured by the Coping Effectiveness instruments or by the Academic Achievement measures. The most likely consequence of this discrepancy would seem to be at least a degree of chronic discontent among young people at the skilled working class level (not to mention those at lower, even more disadvantaged levels). This frustration would seem to foreshadow continuing social tension in all of these societies.

The youth at the upper-middle class level may have a hard time empathizing with such discontent, or understanding it, out of first-hand experience of their own. On the whole, they demonstrate sufficient coping skills to be likely to achieve what they want. Moreover, they do not want much more than to maintain their present style of life. Thus, neither through the experience of suffering strong, unfulfilled hungers nor through the experience of trying and failing to cope with daily problems are most upper-middle class children prepared to understand the frustrations or the discontents of even the relatively advantaged members of the skilled working class.

Such a disparity of experience and outlook at these two social levels seems likely to add one more frustration and one more barrier to the resolution of the social discontent that exists to some degree in all of these countries. The disparity is no more than a matter of degree and it certainly should be susceptible to resolution by appropriate social and educational strategies. The reduction of tension and conflict between the socioeconomic levels in all these countries over the past century clearly demonstrates that solutions are possible. The evidence from the present study simply indicates that the problem still remains to be solved. Effective solutions will require a more understanding convergence of perceptions, between the socioeconomic groups, than traditional education has yet brought about.

Sex Differences

At the outset of the study, six hypotheses concerning Sex differences were proposed:

1. Girls will have higher achievement scores than will boys.

This hypothesis originated in the frequent observation, in a good many countries, that girls respond to schools and teachers in a more acquiescent way than boys, on the whole. Morecever, American educational data led some students of child development in the 1920's and 30's to postulate that the superior school performance of girls, observed at that time, might be due to the girl's greater physiological maturity, at any given age.

In fact, the evidence from the present study completely failed to confirm this hypothesis. There was no significant difference between the sexes on the Raven Aptitude measure in any country. There was no difference in Mathematics Achievement anywhere in Stage I. In Stage III, girls did outscore boys on the Mathematics Achievement tests everywhere except in Brazil and Italy. On Reading Achievement, however, where differences favoring girls had been observed three or four decades earlier, no such systematic sex differences were found in either stage. What was found was a rather systematic, though quite small, trend in favor of boys' reading skill in Brazil, Mexico, and Yugoslavia while girls scored higher in both stages in England, Austin, and Japan. The sexes were just about equal in Chicago and Germany. Thus, whatever small differences were found (the only sizable one was in Mexico in Stage III, where the boys scored .6 SD's higher than the girls), the difference was clearly cultural, not biological, in origin.

The one respect in which the girls came out ahead of the boys in all but two countries in Stage I, and in all countries in Stage III, was in Grade Point Average. Teachers slightly but systematically favored girls in the grades they assigned. The data simply do not permit one to tell whether this is a purely subjective bias on the teachers' part, or

whether it reflects a genuine difference in aspects of school performance other than those measured by standardized achievement tests. It may well be that girls, everywhere, tend to do what the teacher assigns in a somewhat more thorough, responsible or uncomplaining way. If that were the case, the sex difference in grading would be entirely fair. If such objective differences in the performance of teacher-assigned tasks are not in evidence, than the difference in GPA assigned to the two sexes would not seem to be fair and would call for equalization. Only further research, specifically addressed to this issue, in each country, could answer the question. In any case, the discrepancy is so small, except possibly in Mexico City, that it seems unlikely to pose serious, practical or emotional problems for the great majority of children.

2. Boys will have higher Occupational Aspiration and Expectation levels than will girls.

The evidence confirmed the hypothesis in Stage I, everywhere except for England and Yugoslavia. The Sex difference was greatest in Mexico and Japan. In Stage III, the hypothesis was confirmed in all countries, though still with the smallest Sex difference in England, Yugoslavia, and Germany. Again, the largest Sex differences were in Mexico and Japan, with Brazil and Italy also showing large Sex differences. Thus, the tradition that makes occupational career a central concern for boys, and success in that career more important to them than to girls, is still evident in the three Latin countries and in Japan. The discrepancy in the expected sex roles has been greatly reduced in Austin; and in England, Yugoslavia, and Germany it either almost disappears or is even reversed. In the latter countries, girls appear to feel just as sure as boys that they can set career goals and achieve them.

What is more, girls in all countries, in both samples, somewhat exceeded the boys in their level of Educational Aspiration. To the degree that this ambition runs counter to their comparative degree of career ambition, it would appear that girls look to education for non-vocational benefits to a greater degree than do boys.

3. Boys will prefer different occupational values than will girls.

This hypothesis was overwhelmingly confirmed. Of the fifteen values where Sex differences could have occurred, universal differences occurred on eight values, in both stages. On two more values, the Sex differences were universally uniform in one stage and observed in all but one country in the other stage. Two more values showed a near-universal pattern, except for one or two countries, in both stages. One value (Success) showed a sex-typed pattern which was not universal but which was stable by country in both stages. Only two values (Independence and Security) showed no stable Sex difference across the two samples.

The girls scored higher on a preference for Esthetic (artistic) careers, Self-Satisfaction, a desire for pleasant Surroundings at work, and a desire for pleasant Associates, everywhere, in both stages. The girls gave greater weight almost everywhere to Altruism, Intellectual Stimulation and Variety in their work.

The boys everywhere gave greater weight to Creativity, Prestige, Economic Returns, and Following the Father's Occupation. They gave greater importance to achieving Managerial power in all but one country, in both stages. They gave greater weight to Success, or the chance to get ahead in their careers, in all countries except Mexico and Yugoslavia in both stages, and Brazil in Stage III.

4. Giris will more frequently choose Intrinsic Occupational Values than will boys.

This hypothesis was completely confirmed in both stages, in all countries. The girls consistently gave more importance to the Intrinsic values than did the boys, overall.

5. Boys will demonstrate a different style of coping than will girls.

The Stage I Social Attitudes Inventory found the boys more often describing themselves as using Active Coping measures; however, they also more often reported using Active Defensive measures. Girls more often reported using Passive Defensive measures, everywhere except in Japan. Girls also outscored boys in reporting Passive Coping behavior in England, Italy, Chicago, and Austin; but boys scored higher than girls on this dimension in Brazil, Mexico, Yugoslavia, and Japan.

In the Stage III Social Attitudes Inventory there were no significant Sex differences in the reported ability to cope with problems of Task Achievement, Authority or Anxiety. In handling Interpersonal Relations and Aggression, however, girls outscored boys in all but one country.

Combining the findings from the two different instruments, boys reported themselves as behaving more actively than girls in all of the countries. Neither they nor the girls, however, took this for a generalized superiority in Coping Effectiveness. In Stage I, the boys reported acting in an Actively Defensive way more often than did the girls; and, in Stage III, the boys rated themselves a little less effective in dealing with Aggression or Interpersonal Relations than did the girls. In summary, the data conformed to the commonplace observation that boys tend to respond actively, girls passively, as concerns style of coping. As the children themselves see it, neither style is necessarily superior to the other in terms of its effectiveness. The somewhat more passive feminine coping style works as well

for girls, as the more active male style works for boys. This, at least, is the way the children themselves see things.

On the Views of Life instrument, only two of the twenty scales showed a universal Sex difference. In all countries, boys more often chose to initiate problem-solving activity themselves, rather than wait for others to suggest a course of action; and boys reported feeling confident and self-satisfied more often than girls, particularly at the upper-middle class level. Boys in most countries preferred a fast Rate of Action and preferred Immediate to Delayed Action, as compared with girls. Except in one or two countries, boys put Task Achievement further ahead of Friendship than did girls; and they chose Competition over Cooperation a little more often than girls did. They more often preferred Instrumental action to Fantasy, in all but two countries.

Everywhere except in Mexico, girls scored higher for Intrinsic interest in work. This corresponds with their substantially higher Intrinsic score on the Occupational Values instrument. Boys scored lower than girls in favoring Earned over Bestowed Status, in most of the centers. They scored slightly lower than girls for Confronting problems in most countries.

The Total Score, to the degree that it may represent "psychological activity," showed the boys scoring higher than girls everywhere except in Japan. Thus, in this instrument, as in the Social Attitudes instruments, the girls in most countries showed a slight but systematic tendency to respond in a somewhat less self-assertive, less psychologically active way than the boys. In Yugoslavia and Japan, however, the girls did not follow this traditional pattern. They even outdid the boys to a slight degree on many of the dimensions measured by this instrument.

Overall, this self-report instrument demonstrated many significant Sex differences in coping style; but these differences tended strongly to be influenced by the particular society in which the children have grown up.

The coping style dimensions in the Sentence Completion instrument, on the other hand, showed relatively few systematic Sex differences which were stable across the two samples. Even where they did occur, the differences tended to be quite small. These elements of coping style have rather strongly evaluative components, as was true of the counterpart dimensions in the Behavior Rating Scales. The lack of large, systematic Sex differences therefore may mean that where Sex differences in values or behavior style occur, such differences do not systematically lead to better or worse results.

An important Sex difference did appear in the style of emotional reaction to problems. When circumstances created negative feelings in girls, it was more likely to take the form of Depressive rather than Hostile feelings, while the reverse was true with boys. Even this difference was quite small, however.

There were quite systematic patterns of Sex differences within particular countries. The sex-typing of coping behavior definitely appears to be influenced more profoundly by cultural expectations and cultural training than by the biological sex of the child.

On the Story Completion, girls universally wrote longer stories. This may reflect a greater willingness to comply with the requests of adults. There were marked Sex differences, too, in the amount of emotion spontaneously expressed in the course of telling the stories. Girls universally had the people in their stories express Positive Affect more often than did boys. They also had their heroes express more Negative Affect than did boys, everywhere except Chicago and Japan. In short, girls tend to express more Affect, in general, in the process of responding to problems. Girls are thus "more emotional" than boys, in the sense that they more freely express emotion.

At the same time, it is not true that such emotional expressiveness contra-indicates rationality. Nowhere in the total pool of data have boys shown any universal or systematic superiority to girls in their ability to cope with problems. The two sexes do show important stylistic differences but neither sex-typed pattern in any culture is seen as superior or inferior, either by the children themselves or by expert assessors of their behavior.

6. The difference in the style of coping between boys and girls will be consistent across all five behavior areas.

This hypothesis was very definitely contradicted by the evidence. As has been described in detail, there were major differences in the sex-typed patterns from area to area of behavior. Moreover, the differences between boys and girls in different areas of behavior varied from country to country in quite staple ways, at a number of points. Different cultures teach boys and girls to react differently, but these sex-role differences are not identical from one area of behavior to another, or from one culture to another.

It is possible that the general tendency for boys to behave more actively than girls might hold true across all five areas of behavior but it was not possible,in the present study, to bring all these variables together in one instrument in order to test this particular possibility. It remains to be investigated by future research. All of the dimensions of coping style and coping effectiveness which were studied, however, showed a good many disparities in the sex-typed differences from one area of behavior to another.

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Raven:

1 Tukeys HSD = .210

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	8	3	4	6	7	9	1
Means:	-.0	.0	-.0	.0	.0	-.0	-.0	-.1	.1
Country x Age	10>14 .0 -.0	10<14 .0 .0	10<14 -.0 -.0	10<14 .0 .0	10>14 .0 -.0	10<14 -.0 .0	10>14 -.0 -.0	10>14 -.1 -.1	10>14 .1 .0
Country x SES	L<M -.1 .1	L<M -.4 .4	L<M -.3 .2	L<M -.2 .3	L<M -.2 .2	L<M -.2 .2	L<M -.4 .4	L<M -.4 .2	L<M -.2 .3
Country x Sex	M<F -.0 .0	M>F .1 -.1	M<F -.1 .0	M>F .1 -.0	M>F .0 -.0	M>F .1 -.1	M<F -.1 .1	M<F -.2 -.0	M<F .1 .1

Age

SES UL<UM -.3 .2

Age x SES

SES x Sex

Age x Sex

Sex

Mathematics Achievement:

2 Tukeys HSD = .206

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	4	7	3	6	2		8	1
Means:	.0	.0	-.0	.0	.0	.0		-.1	.1
Country x Age	10<14 .0 .0	10<14 -.0 .0	10>14 .0 -.0	10>14 .0 -.0	10=14 .0 .0	10>14 .0 .0		10>14 -.1 -.1	10>14 .1 -.0
Country x SES	L<M -.1 .1	L<M -.3 .3	L<M -.3 .3	L<M -.1 .1	L<M -.2 .2	L<M -.2 .2		L<M -.3 .1	L<M -.4 .5
Country x Sex	M<F -.1 .1	M>F .2 -.2	M>F -.0 -.0	M>F .2 -.2	M<F -.0 .0	M>F .1 -.1		M>F -.1 -.1	M>F .1 -.0

Age

SES UL<UM -.2 .2

Age x SES

SES x Sex

Age x Sex

Sex M>F .1 -.1

Reading Achievement:

3 Tukeys HSD = .192

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	6	8	4	2	5		7	1
Means:	-.0	-.0	-.0	-.0	-.0	-.0		-.0	.1
Country x Age	10>14 .0 -.0	10<14 -.0 .0	10>14 -.0 -.1	10<14 -.0 .0	10<14 -.0 .0	10>14 .0 -.0		10>14 -.0 -.1	10>14 .1 .1
Country x SES	L<M -.4 .4	L<M -.4 .4	L<M -.4 .3	L<M -.3 .3	L<M -.4 .4	L<M -.3 .2		L<M -.4 .3	L<M -.4 .5
Country x Sex	M>F .0 -.0	M>F .3 -.3	M<F -.1 .0	M<F -.0 .0	M>F .0 -.0	M>F .0 -.1		M<F -.1 .1	M<F -.0 .2

Age

SES UL<UM -.4 .4

Age x SES 10L<10M -.3 .3; 14L<14M -.4 .4

SES x Sex

Age x Sex

Sex

Grade Point Average:

4 Tukeys HSD = .206

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	7	4	8	5	3	2	9	1
Means:	-.0	-.0	.0	-.0	.0	.0	.0	-.1	.1
Country x Age	10<14 -.0 .0	10<14 -.0 -.0	10>14 .0 .0	10>14 -.0 -.0	10<14 -.0 .0	10>14 .1 -.0	10>14 .1 .0	10>14 -.0 -.1	10>14 .2 .0
Country x SES	L>M .1 -.1	L<M -.4 .4	L<M -.2 .3	L<M -.1 .0	L<M -.3 .3	L<M -.3 .4	L<M -.0 .1	L<M -.4 .2	L<M -.3 .5
Country x Sex	M<F -.1 .1	M<F -.1 .0	M<F -.1 .1	M<F -.1 .1	M<F -.0 .0	M<F .0 .0	M<F -.1 .2	M<F -.2 .1	M<F .1 .1

Age

SES UL<UM -.2 .2

Age x SES

SES x Sex

Age x Sex

Sex M<F -.1 .1

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

BRS 2 -- Academic Task Achievement:

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	*5* Chicago	Austin	Japan
Ranks:	3	6	9	7	8	2	5	1	4
Means:	1.1	1.0	.9	1.0	1.0	1.1	1.1	1.1	1.1
Country x Age	10<14 1.1 1.1	10>14 1.3 .8	10>14 1.1 .8	10>14 1.1 1.0	10<14 1.0 1.1	10>14 1.1 1.0	10>14 1.2 1.0	10<14 1.0 1.2	10>14 1.3 .8
Country x SES	L<M 1.1 1.1	L>M 1.1 1.0	L>M .9 1.0	L<M 1.0 1.1	L<M .7 1.3	L<M .6 1.5	L<M 1.0 1.2	L<M 1.0 1.2	L<M .6 1.5
Country x Sex	M>F 1.2 1.0	M>F 1.2 .9	M>F .9 .9	M>F 1.1 1.0	M>F 1.0 1.0	M<F 1.0 1.2	M<F .9 1.2	M<F 1.0 1.2	M<F 1.0 1.1
Age	10>14 1.1 1.0				SES	UL<UM .9 1.2			
Age x SES	10L<10M .9 1.3	14L<14M .9 1.1			SES x Sex				
Age x Sex					Sex				

BRS 3 -- Authority:

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	*6* Chicago	Austin	Japan
Ranks:	5	7	8	2	6	3	4	1	9
Means:	1.0	.9	.9	1.0	.9	1.0	1.0	1.0	.8
Country x Age	10>14 1.1 .8	10>14 1.1 .7	10>14 1.0 .8	10>14 1.0 1.0	10<14 .9 1.0	10>14 1.1 .9	10>14 1.2 .9	10<14 1.0 1.1	10>14 1.1 .6
Country x SES	L<M .9 1.0	L<M .9 1.0	L<M .8 .9	L<M 1.0 1.1	L<M .6 1.2	L<M .5 1.5	L<M .9 1.1	L<M 1.0 1.1	L<M .6 1.1
Country x Sex	M<F .9 1.0	M>F .9 .9	M<F .8 1.0	M<F 1.0 1.1	M>F 1.0 .9	M<F .9 1.2	M<F .8 1.2	M<F .9 1.2	M<F .6 1.0
Age	10>14 1.1 .9				SES	UL<UM .8 1.1			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .9 1.1			

BRS 4 -- Interpersonal Relations:

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	*7* Chicago	Austin	Japan
Ranks:	7	8	3	6	5	4	1	2	9
Means:	.9	.9	1.0	.9	1.0	1.0	1.1	1.0	.9
Country x Age	10>14 1.0 .9	10>14 1.0 .8	10>14 1.1 .9	10<14 .9 1.0	10<14 .9 1.0	10>14 1.1 .9	10>14 1.2 1.0	10<14 .9 1.1	10>14 1.0 .7
Country x SES	L<M .9 1.0	L>M 1.0 .9	L<M 1.0 1.0	L<M .9 1.0	L<M .6 1.3	L<M .8 1.2	L<M 1.1 1.1	L<M 1.0 1.0	L<M .8 .9
Country x Sex	M<F .9 1.0	M>F 1.0 .8	M>F 1.0 1.0	M<F .9 1.0	M>F 1.0 .9	M<F .9 1.0	M>F 1.1 1.1	M<F 1.0 1.1	M>F .9 .8
Age	10>14 1.0 .9				SES	UL<UM .9 1.0			
Age x SES	10L<10M .9 1.2	14L<14M .9 .9			SES x Sex				
Age x Sex					Sex				

BRS 5 -- Implementation:

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	*8* Chicago	Austin	Japan
Ranks:	1	5	7	8	6	2	4	3	9
Means:	1.1	1.0	.9	.9	1.0	1.1	1.0	1.1	.9
Country x Age	10>14 1.1 1.1	10>14 1.2 .7	10>14 1.0 .8	10>14 .9 .9	10<14 .9 1.0	10<14 1.1 1.1	10>14 1.2 .9	10<14 1.0 1.1	10>14 1.0 .8
Country x SES	L>M 1.1 1.1	L>M 1.0 .9	L<M .9 .9	L>M 1.0 .9	L<M .7 1.2	L<M .7 1.5	L<M .9 1.2	L<M 1.0 1.1	L<M .7 1.1
Country x Sex	M=F 1.1 1.1	M>F 1.0 .9	M<F .9 1.0	M>F .9 .9	M>F 1.0 1.0	M<F 1.0 1.1	M<F .9 1.2	M<F .9 1.2	M<F .8 .9
Age	10>14 1.0 .9				SES	UL<UM .9 1.1			
Age x SES	10L<10M .9 1.2	14L<14M .9 1.0			SES x Sex				
Age x Sex					Sex				

Tukeys HSD = .395

Tukeys HSD = .345

Tukeys HSD = .248

Tukeys HSD = .320

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

BRS 6 -- Self Assertion: *4* Tukeys HSD = .267

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	9	3	4	6	7	2	1	8
Means:	.9	.7	.9	.9	.8	.7	1.0	1.0	.7
Country x Age	10>14 1.0 .8	10>14 .8 .7	10>14 .9 .9	10<14 .8 1.0	10>14 .8 .8	10<14 .7 .8	10>14 1.1 .8	10<14 .9 1.1	10>14 .9 .6
Country x SES	L>M 1.0 .8	L>M .8 .7	L<M .8 1.0	L<M .8 1.1	L<M .6 1.1	L<M .7 .8	L<M .9 1.0	L<M .9 1.1	L<M .4 1.1
Country x Sex	M<F .9 .9	M<F .8 .7	M>F 1.0 .9	M<F .9 .9	M<F .8 .8	M>F 1.0 .4	M>F 1.1 .9	M>F 1.1 .9	M>F .8 .6
Age					SES	UL<UM .8 .9			
Age x SES	10L<10M .7 1.0	14L<14M .8 .9			SES x Sex	LM>LF .9 .7	MM>MF 1.0 .9		
Age x Sex					Sex	M>F .9 .8			

BRS 7 -- Initiation: *10* Tukeys HSD = .313

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	6	8	7	5	4	2	1	9
Means:	1.0	.9	.8	.9	1.0	1.0	1.0	1.1	.7
Country x Age	10<14 1.0 1.0	10>14 1.1 .7	10>14 .9 .8	10<14 .8 .9	10<14 1.0 1.0	10>14 1.1 1.0	10>14 1.2 .9	10<14 1.0 1.1	10>14 .8 .6
Country x SES	L<M 1.0 1.0	L>M 1.0 .9	L>M .9 .8	L<M .8 .9	L<M .7 1.3	L<M .7 1.4	L<M 1.0 1.1	L<M 1.0 1.1	L<M .5 .9
Country x Sex	M>F 1.0 1.0	M>F 1.1 .8	M<F .7 .9	M<F .8 .9	M>F 1.0 1.0	M<F .9 1.1	M<F .8 1.3	M<F .8 1.3	M<F .6 .9
Age	10>14 1.0 .9				SES	UL<UM .8 1.1			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .9 1.0			

BRS 8 -- Solver: *11* Tukeys HSD = .298

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	8	3	7	6	4	2	1	9
Means:	.9	.9	1.0	.9	.9	1.0	1.0	1.0	.8
Country x Age	10>14 1.1 .8	10>14 1.1 .7	10>14 1.0 .9	10<14 .9 1.0	10<14 .9 1.0	10>14 1.1 .8	10>14 1.2 .9	10<14 1.0 1.1	10>14 .9 .6
Country x SES	L>M 1.0 .9	L>M 1.0 .9	L<M .9 1.1	L<M .8 1.0	L<M .5 1.3	L<M .6 1.3	L<M 1.0 1.0	L<M .9 1.1	L<M .4 1.1
Country x Sex	M>F 1.0 .9	M>F 1.0 .8	M>F 1.1 .8	M>F .9 .9	M=F .9 .9	M>F 1.1 .9	M>F 1.1 .9	M>F 1.1 1.0	M>F .9 .6
Age	10>14 1.0 .9				SES	UL<UM .8 1.1			
Age x SES	10L<10M .8 1.2	14L<14M .8 1.0			SES x Sex				
Age x Sex					Sex	M>F 1.0 .9			

BRS 9 -- Aggression: *12* Tukeys HSD = .215

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	3	7	8	5	4	1	2	9
Means:	.9	1.0	.9	.8	.9	1.0	1.0	1.0	.7
Country x Age	10<14 .9 1.0	10>14 1.0 .9	10>14 .9 .9	10<14 .8 .8	10<14 .8 1.0	10>14 1.0 .9	10>14 1.2 .9	10<14 .9 1.1	10>14 .8 .6
Country x SES	L>M .9 .9	L>M 1.0 1.0	L>M .9 .9	L>M .8 .8	L<M .8 1.0	L<M .8 1.1	L<M .9 1.2	L<M 1.0 1.0	L<M .6 .8
Country x Sex	M>F 1.0 .8	M>F 1.0 1.0	M<F .8 1.0	M<F .8 .8	M<F .9 .9	M<F .9 1.0	M<F .9 1.1	M<F .9 1.1	M>F .8 .7
Age					SES	UL<UM .9 1.0			
Age x SES	10L<10M .8 1.0	14L<14M .9 .9			SES x Sex				
Age x Sex					Sex				

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

SRS 10 -- Anxiety: *13* Tukeys HSD = .215

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	7	3	6	8	5	2	4	9
Means:	1.0	.7	.9	.8	.7	.8	1.0	.9	.7
Country x Age	10>14	10<14	10<14	10<14	10<14	10>14	10>14	10<14	10>14
	1.0 1.0	.7 .8	.8 1.0	.7 .8	.7 .8	.9 .7	1.1 .8	.8 .9	.8 .5
Country x SES	L>M	L>M	L<M	L<M	L<M	L<M	L<M	L<M	L<M
	1.0 1.0	.8 .7	.8 1.0	.8 .8	.6 .8	.8 .8	1.0 1.0	.8 .9	.5 .8
Country x Sex	M>F	M>F	M>F	M<F	M>F	M>F	M>F	M>F	M>F
	1.0 1.0	.8 .7	1.0 .8	.7 .8	.8 .7	.9 .6	1.3 .6	1.0 .7	.8 .5
Age					SES	UL<UM			
						.8 .9			
Age x SES	10L<10M	14L>14M			SES x Sex				
	.8 .9	.8 .8							
Age x Sex					Sex	M>F			
						.9 .7			

Occupational Values -- Altruism: *14* Tukeys HSD = .727

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	2	7	5	9	3	1	6	4
Means:	7.2	8.4	7.8	8.0	7.1	8.2	9.0	7.9	8.1
Country x Age	10<14	10>14	10<14	10>14	10>14	10>14	10<14	10>14	10>14
	6.9 7.5	8.6 8.3	7.6 7.9	8.8 7.2	7.2 6.9	8.5 7.9	8.4 9.6	8.5 7.3	8.5 7.7
Country x SES	L>M	L<M	L<M	L<M	L<M	L<M	L<M	L>M	L>M
	7.3 7.0	8.1 8.8	7.4 8.2	7.8 8.2	7.0 7.2	8.1 8.4	8.8 9.2	7.9 7.9	8.2 8.0
Country x Sex	M<F	M<F	M<F	M<F	M>F	M<F	M<F	M<F	M<F
	6.5 7.8	8.2 8.7	6.9 8.7	7.2 8.8	7.2 7.0	7.6 8.8	7.8 10.1	6.7 9.1	8.1 8.1
Age	10>14				SES	UL<UM			
	8.1 7.8					7.8 8.1			
Age x SES					SES x Sex				
Age x Sex	10M<10F	14M<14F			Sex	M<F			
	7.6 8.6	7.1 8.6				7.4 8.6			

Occupational Values -- Esthetics: *15* Tukeys HSD = .882

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	9	4	5	8	7	3	2	6
Means:	4.8	3.1	4.6	4.4	3.6	4.1	4.7	4.8	4.3
Country x Age	10>14	10>14	10>14	10>14	10>14	10>14	10>14	10>14	10>14
	5.4 4.2	3.9 2.3	4.9 4.2	4.7 4.0	3.7 3.5	4.4 3.9	5.0 4.3	5.3 4.2	4.5 4.1
Country x SES	L>M	L>M	L<M	L<M	L>M	L>M	L>M	L>M	L<M
	5.2 4.4	3.2 3.0	4.4 4.8	4.3 4.5	3.9 3.2	4.4 3.9	4.7 4.6	4.8 4.7	4.3 4.3
Country x Sex	M<F	M<F	M<F	M<F	M<F	M<F	M<F	M<F	M<F
	4.6 4.9	2.6 3.6	3.8 5.4	3.6 5.1	3.3 3.9	3.6 4.6	4.2 5.1	3.9 5.7	2.9 5.7
Age	10>14				SES				
	4.6 3.9								
Age x SES					SES x Sex	LM<LF	MM<MF		
						4.0 4.7	3.2 5.1		
Age x Sex					Sex	M<F			
						3.6 4.9			

Occupational Values -- Independence: *16* Tukeys HSD = .636

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	9	3	7	4	5	6	8	1
Means:	8.0	5.5	6.9	6.1	6.7	6.3	6.2	5.9	8.2
Country x Age	10<14	10<14	10<14	10<14	10<14	10<14	10<14	10<14	10<14
	6.8 9.2	4.2 5.9	6.0 7.8	5.4 6.8	5.9 7.4	5.4 7.3	5.3 7.0	5.1 6.8	7.4 9.0
Country x SES	L<M	L<M	L<M	L<M	L<M	L<M	L<M	L<M	L<M
	7.7 8.2	4.5 5.6	6.6 7.2	5.9 6.3	6.5 6.9	6.2 6.4	5.7 6.6	5.6 6.2	7.7 8.7
Country x Sex	M<F	M>F	M>F	M>F	M<F	M>F	M>F	M<F	M<F
	7.8 8.1	5.2 4.9	7.0 6.8	6.3 5.9	6.1 7.2	6.6 6.1	6.2 6.2	5.9 6.0	8.2 8.2
Age	10<14				SES	UL<UM			
	5.7 7.5					6.3 6.9			
Age x SES					SES x Sex				
Age x Sex					Sex				

FIGURE 3

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, SEXES, AND SEX DIFFERENCES - STAGE III

Occupational Values -- Management: *17* Tukeys HSD = .667

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	5	6	9	2	8	1	4	3
Means:	5.0	5.3	5.2	4.4	5.8	4.4	6.0	5.4	5.6
Country x Age	10>14 5.4 4.6	10<14 4.9 5.8	10>14 5.3 5.0	10>14 4.8 4.0	10>14 6.0 5.7	10>14 4.6 4.2	10<14 5.5 6.5	10<14 5.3 5.6	10>14 6.6 5.7
Country x SES	L>M 5.2 4.8	L>M 5.6 5.1	L>M 5.3 5.1	L>M 4.7 4.1	L>M 6.1 5.6	L>M 4.7 4.1	L>M 6.1 5.9	L<M 5.4 5.4	L<M 5.5 5.7
Country x Sex	M>F 5.3 4.7	M>F 5.5 5.1	M>F 5.3 5.1	M>F 4.9 3.9	M>F 6.2 5.5	M>F 4.7 4.1	M>F 6.2 5.8	M<F 5.3 5.5	M>F 6.2 5.0
Age					SES	UL>UM 5.4 5.1			
Age x SES					SES x Sex	LM>LF 5.5 5.5	MM>MF 5.3 4.7		
Age x Sex					Sex	M>F 5.5 5.0			

Occupational Values -- Success: *18* Tukeys HSD = .644

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	7	5	4	3	6	8	9
Means:	9.0	9.5	6.9	7.7	7.9	8.4	7.0	6.3	5.9
Country x Age	10<14 8.3 9.8	10<14 8.5 10.4	10<14 6.1 7.8	10>14 7.9 7.6	10<14 7.8 8.0	10>14 8.6 8.1	10<14 6.3 7.7	10<14 5.4 7.1	10>14 6.0 5.7
Country x SES	L>M 9.0 9.0	L<M 9.4 9.5	L>M 7.4 6.4	L>M 7.9 7.5	L>M 8.1 7.6	L<M 8.3 8.4	L>M 7.2 6.9	L<M 6.1 6.4	L>M 5.9 5.9
Country x Sex	M<F 9.0 9.1	M<F 9.2 9.8	M>F 7.3 6.6	M>F 8.0 7.5	M>F 8.2 7.5	M<F 8.2 8.5	M>F 7.5 6.6	M>F 6.9 5.7	M>F 6.2 5.6
Age	10<14 7.2 8.0				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M>F 7.8 7.4			

Occupational Values -- Self-Satisfaction: *19* Tukeys HSD = .608

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	4	9	2	6	8	3	5	1
Means:	8.1	8.5	7.8	8.6	8.2	8.0	8.6	8.4	8.8
Country x Age	10<14 8.1 8.1	10<14 8.2 8.8	10<14 7.7 7.9	10<14 8.0 9.2	10>14 8.3 8.2	10<14 7.4 8.5	10<14 8.3 8.9	10<14 8.4 8.4	10<14 7.9 9.6
Country x SES	L>M 8.1 8.1	L>M 8.7 8.3	L>M 7.9 7.6	L>M 8.6 8.6	L<M 8.2 8.3	L>M 8.2 7.8	L<M 8.1 9.1	L>M 8.6 8.2	L<M 8.6 9.0
Country x Sex	M<F 7.8 8.4	M<F 8.5 8.5	M<F 7.6 8.0	M<F 8.1 9.2	M<F 8.0 8.5	M<F 7.6 8.4	M<F 7.8 9.4	M<F 7.9 8.9	M<F 8.3 9.2
Age	10<14 8.0 8.6				SES				
Age x SES	10L<10M 7.9 8.2	14L>14M 8.8 8.5			SES x Sex				
Age x Sex					Sex	M<F 7.9 8.7			

Occupational Values -- Intellectual Stimulation: *20* Tukeys HSD = .562

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	1	7	4	6	3	5	8	2
Means:	8.3	9.6	8.7	9.0	8.7	9.1	8.8	8.5	9.1
Country x Age	10>14 8.3 8.3	10<14 9.3 9.9	10>14 8.8 8.6	10<14 8.7 9.3	10>14 8.9 8.6	10<14 9.0 9.3	10<14 8.7 8.9	10>14 8.9 8.2	10<14 9.0 9.3
Country x SES	L<M 8.1 8.5	L>M 9.7 9.4	L>M 8.7 8.7	L<M 8.7 9.3	L<M 8.6 8.9	L<M 9.0 9.2	L<M 8.6 8.9	L>M 8.6 8.5	L<M 9.0 9.2
Country x Sex	M<F 7.7 8.8	M<F 9.2 10.0	M<F 8.2 9.2	M<F 8.9 9.1	M<F 8.7 8.8	M<F 9.0 9.3	M<F 8.4 9.1	M<F 8.3 8.8	M<F 8.9 9.4
Age					SES	UL<UM 8.8 9.0			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 8.6 9.2			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Occupational Values -- Creativity: *21* Tukeys HSD = .738

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	4	7	5	4	2	9	8	3
Means:	7.6	9.1	7.5	7.8	8.0	8.8	6.7	7.1	8.5
Country x Age	10<14	10<14	10>14	10>14	10>14	10<14	10>14	10>14	10>14
	7.6 7.7	9.0 9.3	7.7 7.3	7.9 7.7	8.3 7.7	8.6 8.9	7.3 6.0	7.7 6.6	8.9 8.0
Country x SES	L<M	L<M	L<M	L<M	L<M	L<M	L>M	L>M	L<M
	7.3 7.9	9.0 9.3	7.5 7.6	7.7 8.0	7.9 8.1	8.7 8.8	6.9 6.5	7.3 6.9	8.4 8.5
Country x Sex	M>F	M>F	M>F	M>F	M>F	M>F	M>F	M>F	M>F
	7.9 7.3	9.8 8.5	8.3 6.7	8.8 6.8	8.4 7.6	8.9 8.7	7.7 5.6	8.3 6.0	9.3 7.7
Age	10>14				SES				
	8.1 7.7								
Age x SES					SES x Sex				
Age x Sex					Sex	M>F			
						8.6 7.2			

Occupational Values -- Security: *22* Tukeys HSD = .702

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	5	1	2	7	6	3	4	8
Means:	6.3	7.1	8.1	7.9	6.5	6.9	7.8	7.6	6.4
Country x Age	10<14	10>14	10<14	10<14	10<14	10<14	10<14	10<14	10>14
	6.1 6.5	7.2 7.0	7.7 8.5	7.6 8.2	6.0 7.1	6.3 7.4	7.8 7.9	7.2 8.0	6.5 5.4
Country x SES	L>M	L>M	L>M	L>M	L>M	L>M	L>M	L>M	L>M
	6.6 6.0	7.8 6.5	8.5 7.7	8.3 7.4	7.1 6.0	7.0 6.8	8.0 7.7	8.0 7.3	7.1 5.7
Country x Sex	M>F	M<F	M>F	M>F	M<F	M<F	M<F	M<F	M<F
	6.5 6.1	6.9 7.4	8.3 7.9	8.3 7.5	6.5 6.6	6.7 7.1	7.6 8.1	7.4 7.8	6.3 6.5
Age	10<14				SES	UL>UM			
	6.9 7.5					7.6 6.8			
Age x SES					SES x Sex				
Age x Sex	10M>10F	14M>14F			Sex				
	7.1 6.7	8.1 6.8							

Occupational Values -- Prestige: *23* Tukeys HSD = .795

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	7	6	1	2	8	5	9
Means:	7.1	7.4	6.8	6.9	7.9	7.5	6.5	6.9	6.0
Country x Age	10>14	10>14	10>14	10>14	10>14	10>14	10>14	10>14	10>14
	7.8 6.4	7.4 7.3	7.6 6.1	7.4 6.5	8.2 7.7	7.6 7.3	7.8 5.2	7.1 6.8	6.2 5.8
Country x SES	L>M	L<M	L>M	L<M	L>M	L<M	L>M	L>M	L>M
	7.4 6.9	7.2 7.5	6.9 6.7	6.9 7.0	8.1 7.8	7.3 7.6	7.0 6.0	7.0 7.0	6.0 5.9
Country x Sex	M>F	M>F	M>F	M>F	M>F	M>F	M>F	M>F	M>F
	7.7 6.5	7.8 6.9	7.1 6.5	7.4 6.5	8.3 7.5	7.7 7.2	7.2 5.8	7.8 6.1	6.1 5.9
Age	10>14				SES				
	7.4 6.6								
Age x SES					SES x Sex				
Age x Sex	10M>10F	14M>14F			Sex	M>F			
	7.7 7.1	7.2 5.9				7.5 6.5			

Occupational Values -- Economic Returns: *24* Tukeys HSD = .712

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	5	1	2	9	4	3	8
Means:	6.7	6.9	7.3	8.1	7.6	5.6	7.4	7.6	6.0
Country x Age	10>14	10<14	10<14	10<14	10<14	10>14	10>14	10<14	10<14
	6.9 6.5	6.6 7.2	7.2 7.4	8.0 8.2	7.5 7.7	6.2 5.0	7.6 7.2	7.2 7.9	6.0 6.1
Country x SES	L>M	L>M	L>M	L>M	L>M	L>M	L>M	L<M	L>M
	6.8 6.6	7.1 6.7	7.4 7.2	8.5 7.7	7.9 7.3	5.6 5.6	7.9 6.8	7.5 7.6	6.2 5.9
Country x Sex	M>F	M>F	M>F	M>F	M>F	M>F	M>F	M>F	M>F
	7.3 6.1	7.1 6.7	7.9 6.8	8.4 7.8	8.2 7.0	6.2 5.0	7.6 7.1	8.2 6.9	6.3 5.8
Age					SES	UL>UM			
						7.2 6.8			
Age x SES	10L>10M	14L>14M			SES x Sex				
	7.3 6.7	7.1 6.9							
Age x Sex	10M>10F	14M>14F			Sex	M>F			
	7.4 6.7	7.6 6.4				7.5 6.6			

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Occupational Values -- Surroundings:

25 Tukeys HSD = .590

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	6	8	9	4	3	7	2	1
Means:	7.5	6.8	6.6	6.3	7.3	7.5	6.8	7.7	8.7
Country x Age	10<14 7.0 7.6	10>14 7.0 6.6	10>14 6.8 6.3	10<14 6.2 6.4	10<14 6.9 7.7	10<14 6.7 8.2	10>14 7.0 6.6	10>14 7.8 7.6	10>14 9.2 8.3
Country x SES	L<M 7.7 6.9	L<M 7.1 6.5	L<M 6.7 6.4	L<M 6.6 6.0	L<M 7.4 7.2	L<M 7.6 7.3	L<M 7.1 6.4	L<M 7.9 7.5	L<M 9.3 8.2
Country x Sex	M<F 7.0 7.6	M<F 6.5 7.2	M<F 6.4 6.7	M<F 5.9 6.7	M<F 6.5 8.0	M<F 7.4 7.6	M<F 6.3 7.2	M<F 7.4 8.1	M<F 8.2 9.3
Age					SES	UL>UM 7.5 6.9			
Age x SES					SES x Sex				
Age x Sex	10M<10F 6.9 7.4	14M<14F 6.8 7.7			Sex	M<F 6.8 7.6			

Occupational Values -- Associates:

26 Tukeys HSD = .634

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	9	1	7	8	3	5	2	6
Means:	8.1	5.8	8.5	7.8	7.5	8.2	8.0	8.4	7.9
Country x Age	10<14 7.6 8.7	10>14 6.2 5.4	10<14 7.7 9.4	10<14 7.3 8.4	10<14 6.8 8.3	10<14 7.7 8.7	10<14 7.6 8.3	10<14 7.8 9.0	10<14 7.5 8.3
Country x SES	L<M 7.9 8.4	L<M 5.6 6.0	L<M 8.4 8.7	L>M 7.8 7.8	L>M 7.6 7.5	L>M 8.5 7.9	L<M 7.9 8.0	L<M 8.1 8.7	L>M 8.3 7.5
Country x Sex	M<F 7.7 8.5	M<F 5.8 5.8	M<F 8.0 9.1	M<F 7.2 8.4	M<F 6.8 8.3	M<F 7.8 8.6	M<F 7.4 8.5	M<F 8.0 8.8	M<F 7.3 8.5
Age	10<14 7.3 8.3				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 7.3 8.3			

Occupational Values -- Variety:

27 Tukeys HSD = .574

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	9	1	2	7	6	3	4	5
Means:	6.7	6.3	7.5	7.5	6.8	6.8	7.1	7.0	6.8
Country x Age	10<14 6.6 6.8	10>14 6.6 6.1	10<14 7.4 7.6	10<14 7.0 8.0	10>14 6.8 6.7	10>14 6.8 6.7	10>14 7.1 7.1	10>14 7.2 6.8	10<14 6.3 7.3
Country x SES	L<M 6.5 6.9	L>M 6.9 5.8	L>M 7.7 7.2	L<M 7.3 7.6	L>M 6.9 6.7	L>M 7.2 6.4	L<M 7.1 7.2	L>M 7.6 6.5	L<M 6.5 7.0
Country x Sex	M<F 6.5 7.0	M<F 6.2 6.5	M<F 7.0 8.0	M<F 7.0 8.0	M<F 6.4 7.1	M>F 7.0 6.5	M<F 6.9 7.4	M<F 6.7 7.4	M<F 6.5 7.0
Age					SES	UL>UM 7.1 6.8			
Age x SES					SES x Sex	LM<LF 6.9 7.3	MM<MF 6.5 7.2		
Age x Sex					Sex	M<F 6.7 7.2			

Occupational Values -- Follow Father:

28 Tukeys HSD = .842

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	1	6	9	3	2	8	4	7
Means:	4.9	6.1	4.8	4.5	5.3	5.4	4.5	5.3	4.7
Country x Age	10>14 6.4 3.3	10>14 7.5 4.7	10>14 6.5 3.2	10>14 5.6 3.4	10>14 6.7 4.0	10>14 7.2 3.5	10>14 5.4 3.7	10>14 6.1 4.6	10>14 5.7 3.7
Country x SES	L<M 4.2 5.5	L<M 5.1 7.1	L<M 4.2 5.5	L<M 4.0 5.0	L<M 3.7 7.0	L<M 4.4 6.3	L<M 3.8 5.3	L<M 4.5 6.1	L<M 3.9 5.5
Country x Sex	M>F 5.6 4.1	M>F 7.0 5.4	M>F 6.1 3.6	M>F 5.1 3.9	M>F 6.3 4.4	M>F 6.1 4.6	M>F 6.1 3.0	M>F 6.3 4.3	M>F 6.1 3.3
Age	10>14 6.3 3.8				SES	UL<UM 4.2 5.9			
Age x SES					SES x Sex	LM>LF 5.4 3.0	MM>MF 6.7 5.2		
Age x Sex	10M>10F 7.5 5.2	14M>14F 4.6 2.9			Sex	M>F 6.1 4.1			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Occupational Values -- Intrinsic Total: *29* Tukeys HSD = .206

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	7	3	4	9	5	2	8	1
Means:	7.0	6.9	7.0	7.0	6.9	7.0	7.1	6.9	7.4
Country x Age	10<14 6.9 7.0	10<14 6.8 7.0	10<14 6.9 7.0	10<14 6.9 7.0	10>14 6.9 6.8	10<14 6.8 7.1	10<14 6.9 7.3	10>14 7.0 6.7	10<14 7.3 7.6
Country x SES	L<M 6.9 7.0	L>M 7.0 6.9	L<M 6.9 7.0	L<M 6.9 7.1	L>M 6.9 6.9	L>M 7.1 6.9	L<M 7.0 7.2	L>M 7.0 6.6	L<M 7.3 7.6
Country x Sex	M<F 6.8 7.1	M<F 6.9 7.0	M<F 6.8 7.2	M<F 6.8 7.1	M<F 6.8 7.0	M<F 6.9 7.1	M<F 6.9 7.3	M<F 6.6 7.2	M<F 7.3 7.5
Age	10<14 6.9 7.1				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 6.9 7.2			

Occupational Values -- Extrinsic Total: *30* Tukeys HSD = .236

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	7	6	1	5	8	2	9
Means:	7.1	7.1	7.0	7.0	7.2	7.0	6.9	7.1	6.5
Country x Age	10>14 7.2 7.0	10>14 7.2 7.0	10>14 7.1 6.9	10>14 7.1 7.0	10<14 7.1 7.2	10>14 7.2 6.9	10>14 7.1 6.7	10<14 7.0 7.3	10>14 6.7 6.3
Country x SES	L>M 7.1 7.0	L<M 7.0 7.1	L>M 7.1 7.0	L>M 7.1 6.9	L<M 7.1 7.2	L<M 6.9 7.1	L>M 7.0 6.7	L<M 7.0 7.2	L>M 6.7 6.4
Country x Sex	M>F 7.3 6.9	M>F 7.1 7.0	M>F 7.3 6.7	M>F 7.2 6.9	M>F 7.3 7.0	M>F 7.2 6.9	M>F 7.1 6.6	M>F 7.4 6.8	M>F 6.7 6.4
Age	10>14 7.1 6.9				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M>F 7.2 6.8			

Occupational Interest Inventory -- Child's Aspiration: *31* Tukeys HSD = .196

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	6	9	3	8	4	7	5
Means:	1.8	1.8	2.5	2.7	2.2	2.7	2.3	2.7	2.4
Country x Age	10<14 2.0 1.6	10<14 2.1 1.5	10<14 2.6 2.3	10<14 2.7 2.7	10<14 2.2 2.1	10>14 2.6 2.8	10<14 2.5 2.2	10<14 2.8 2.6	10<14 2.6 2.3
Country x SES	L<M 2.0 1.6	L<M 2.0 1.6	L<M 2.8 2.2	L<M 3.1 2.3	L<M 2.6 1.8	L<M 2.9 2.4	L<M 2.7 2.0	L<M 2.9 2.4	L<M 2.8 2.1
Country x Sex	M>F 1.4 2.1	M>F 1.4 2.2	M>F 2.4 2.6	M>F 2.6 2.8	M>F 1.9 2.4	M>F 2.7 2.7	M>F 2.1 2.5	M>F 2.5 2.8	M>F 2.1 2.8
Age	10<14 2.4 2.2				SES	UL<UM 2.6 2.0			
Age x SES					SES x Sex	LM>LF 2.5 2.8	MM>MF 1.8 2.3		
Age x Sex	10M>10F 2.2 2.7	14M>14F 2.1 2.4			Sex	M>F 2.1 2.5			

Occupational Interest Inventory -- Child's Expectation: *32* Tukeys HSD = .201

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	5	8	3	7	4	9	6
Means:	1.9	2.0	2.6	2.8	2.2	2.8	2.5	2.8	2.7
Country x Age	10<14 2.0 1.8	10<14 2.2 1.8	10<14 2.8 2.5	10>14 2.7 2.8	10>14 2.2 2.3	10>14 2.7 2.8	10<14 2.6 2.4	10<14 2.9 2.7	10>14 2.7 2.7
Country x SES	L<M 2.1 1.6	L<M 2.3 1.6	L<M 3.1 2.2	L<M 3.2 2.4	L<M 2.7 1.7	L<M 3.0 2.5	L<M 2.9 2.1	L<M 3.1 2.5	L<M 3.2 2.2
Country x Sex	M>F 1.6 2.2	M>F 1.7 2.3	M>F 2.6 2.7	M>F 2.7 2.9	M>F 1.9 2.5	M>F 2.7 2.8	M>F 2.2 2.7	M>F 2.6 2.9	M>F 2.4 3.0
Age	10<14 2.5 2.4				SES	UL<UM 2.8 2.1			
Age x SES					SES x Sex	LM>LF 2.8 2.9	MM>MF 1.8 2.4		
Age x Sex	10M>10F 2.3 2.8	14M>14F 2.3 2.6			Sex	M>F 2.3 2.7			

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Occupational Interest Inventory -- Father's Occupation: *31* Tukeys HSD = .116

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	4	2	3	6	9	5	7	1
Means:	3.2	3.1	2.9	3.0	3.1	3.3	3.1	3.1	2.8
Country x Age	10 > 14 3.2 3.2	10 < 14 3.1 3.0	10 > 14 2.9 3.0	10 > 14 3.0 3.0	10 > 14 3.1 3.2	10 > 14 3.3 3.4	10 < 14 3.2 3.0	10 < 14 3.2 3.1	10 < 14 2.8 2.8
Country x SES	L < M 4.7 1.8	L < M 4.2 2.0	L < M 4.2 1.6	L < M 4.0 2.0	L < M 4.4 1.8	L < M 4.2 2.4	L < M 4.4 1.8	L < M 4.2 2.0	L < M 4.1 1.6
Country x Sex	M < F 3.3 3.2	M > F 3.1 3.1	M > F 2.9 3.0	M < F 3.0 3.0	M > F 3.1 3.2	M > F 3.3 3.3	M < F 3.1 3.1	M > F 3.1 3.2	M > F 2.8 2.8
Age					SES	UL < UM 4.3 1.9			
Age x SES					SES x Sex				
Age x Sex	10L << 10M 4.3 1.9	14L < 14M 4.2 1.9			Sex				

Occupational Interest Inventory: Child's Expectation - Child's Aspiration + 6: *34* Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	4	2	6	9	7	3	5	1
Means:	6.1	6.2	6.2	6.1	6.0	6.1	6.2	6.1	6.3
Country x Age	10 < 14 6.0 6.2	10 < 14 6.1 6.3	10 < 14 6.2 6.2	10 < 14 6.1 6.1	10 < 14 6.0 6.1	10 < 14 6.1 6.1	10 < 14 6.2 6.2	10 > 14 6.2 6.1	10 < 14 6.2 6.4
Country x SES	L > M 6.1 6.0	L > M 6.3 6.0	L > M 6.3 6.1	L > M 6.1 6.1	L > M 6.2 5.9	L > M 6.1 6.1	L < M 6.2 6.2	L > M 6.2 6.1	L > M 6.4 6.2
Country x Sex	M < F 6.1 6.1	M > F 6.2 6.1	M > F 6.3 6.1	M > F 6.1 6.1	M < F 6.0 6.1	M < F 6.1 6.1	M < F 6.1 6.2	M > F 6.2 6.1	M > F 6.3 6.3
Age	10 < 14 6.1 6.2				SES	UL > UM 6.2 6.1			
Age x SES					SES x Sex	LM > LF 6.3 6.2	MM < MF 6.1 6.1		
Age x Sex					Sex				

Occupational Interest Inventory: Father's Occupation - Child's Aspiration + 6: *35* Tukeys HSD = .228

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	6	9	3	5	4	7	8
Means:	7.4	7.3	6.5	6.3	7.0	6.6	6.8	6.5	6.4
Country x Age	10 < 14 7.2 7.7	10 < 14 7.1 7.5	10 < 14 6.3 6.7	10 < 14 6.3 6.3	10 < 14 6.9 7.0	10 > 14 6.7 6.6	10 > 14 6.8 6.7	10 < 14 6.4 6.5	10 < 14 6.3 6.5
Country x SES	L > M 8.7 6.1	L > M 8.2 6.3	L > M 7.5 5.5	L > M 6.9 6.0	L > M 7.9 6.0	L > M 7.3 6.0	L > M 7.7 5.8	L > M 7.3 5.7	L > M 7.2 5.5
Country x Sex	M > F 7.7 7.1	M > F 7.6 6.9	M > F 6.6 6.4	M > F 6.4 6.2	M > F 7.2 6.7	M < F 6.6 6.7	M > F 7.0 6.5	M > F 6.6 6.3	M > F 6.7 6.0
Age	10 < 14 6.6 6.8				SES	UL > UM 7.6 5.8			
Age x SES					SES x Sex	LM > LF 7.7 7.5	MM > MF 6.1 5.6		
Age x Sex					Sex	M > F 6.9 6.5			

Occupational Interest Inventory -- Child's Aspiration: *36* Tukeys HSD = .191

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	5	9	7	4	8	3	1	6
Means:	1.3	1.6	2.8	2.4	1.5	2.5	1.3	1.3	1.7
Country x Age	10 < 14 1.5 1.1	10 < 14 1.8 1.5	10 < 14 3.1 2.5	10 > 14 2.4 2.5	10 > 14 1.5 1.6	10 < 14 2.5 2.4	10 > 14 1.3 1.3	10 > 14 1.3 1.4	10 > 14 1.7 1.7
Country x SES	L < M 1.5 1.1	L < M 1.9 1.4	L < M 3.4 2.2	L < M 3.3 1.6	L < M 2.0 1.1	L < M 3.0 2.0	L < M 1.6 1.0	L < M 1.5 1.1	L < M 2.2 1.3
Country x Sex	M > F 1.2 1.4	M > F 1.3 2.0	M > F 2.8 2.9	M > F 2.4 2.5	M > F 1.5 1.6	M > F 2.4 2.5	M > F 1.3 1.4	M > F 1.3 1.4	M > F 1.4 2.0
Age	10 < 14 1.9 1.8				SES	UL > UM 2.3 1.4			
Age x SES					SES x Sex				
Age x Sex					Sex	M > F			

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Social Attitudes Inventory -- Task Achievement: *27* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	1	8	7	4	5	3	2	9
Means:	.9	1.0	.9	.9	9	.9	.9	.9	.9
Country x Age	10<14 .9 .9	10<14 1.0 1.0	10>14 .9 .9	10>14 .9 .9	10<14 .9 .9	10<14 .9 .9	10>14 1.0 .9	10>14 1.0 .9	10>14 .9 .9
Country x SES	L>M .9 .9	L<M 1.0 1.0	L>M .9 .9	L>M .9 .9	L>M .9 .9	L<M .9 .9	L<M .9 .9	L>M .9 .9	L<M .9 .9
Country x Sex	M<F .9 .9	M>F 1.0 1.0	M<F .9 .9	M>F .9 .9	M>F .9 .9	M<F .9 .9	M<F .9 1.0	M<F .9 .9	M>F .9 .9
Age	10>14 .9 .9				SES				
Age x SES	10L<10M .9 .9	14L>14M .9 .9			SES x Sex				
Age x Sex					Sex				

Social Attitudes Inventory -- Authority: *38* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	7	3	9	2	5	6	8
Means:	.9	.9	.8	.9	.8	.9	.9	.9	.8
Country x Age	10>14 .9 .9	10<14 .9 .9	10>14 .9 .8	10<14 .9 .9	10>14 .8 .8	10<14 .9 .9	10>14 .9 .8	10>14 .9 .8	10>14 .9 .8
Country x SES	L>M .9 .8	L<M .9 .9	L>M .9 .8	L<M .9 .9	L>M .8 .8	L>M .9 .9	L<M .9 .9	L>M .9 .8	L>M .8 .8
Country x Sex	M<F .9 .9	M<F .9 .9	M<F .8 .9	M>F .9 .9	M>F .9 .8	M<F .9 .9	M<F .8 .9	M<F .8 .9	M<F .8 .8
Age	10>14 .9 .9				SES				
Age x SES	10L<10M .9 .9	14L>14M .9 .8			SES x Sex				
Age x Sex					Sex				

Social Attitudes Inventory -- Aggression: *39* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	7	8	3	9	4	6	5
Means:	.8	.9	.7	.7	.8	.6	.7	.7	.7
Country x Age	10>14 .8 .8	10<14 .9 .9	10>14 .7 .6	10<14 .6 .8	10<14 .8 .8	10<14 .6 .7	10>14 .8 .7	10>14 .8 .7	10>14 .8 .7
Country x SES	L>M .8 .8	L>M .9 .9	L>M .7 .7	L<M .7 .7	L<M .8 .8	L>M .7 .6	L>M .8 .7	L>M .8 .7	L>M .7 .7
Country x Sex	M<F .7 .8	M<F .9 .9	M<F .6 .7	M<F .7 .7	M>F .8 .7	M<F .6 .7	M<F .7 .8	M<F .7 .8	M<F .7 .8
Age					SES	UL>UM .8 .7			
Age x SES					SES x Sex				
Age x Sex	10M<10F .7 .8	14M<14F .7 .8			Sex	M<F .7 .8			

Social Attitudes Inventory -- Interpersonal Relations: *40* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	2	6	4	7	3	1	5	8
Means:	.7	.8	.8	.8	.8	.8	.8	.8	.8
Country x Age	10<14 .7 .8	10>14 .8 .8	10>14 .8 .8	10<14 .7 .9	10<14 .7 .8	10<14 .8 .8	10>14 .9 .8	10>14 .8 .8	10>14 .8 .7
Country x SES	L<M .7 .8	L<M .8 .8	L<M .8 .8	L>M .8 .8	L<M .8 .8	L<M .8 .8	L<M .8 .8	L>M .8 .8	L<M .7 .8
Country x Sex	M<F .7 .8	M>F .8 .8	M<F .7 .8	M<F .8 .8	M<F .8 .8	M<F .8 .8	M<F .8 .9	M<F .8 .8	M<F .7 .8
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .8 .8			

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, STATUS, AND SEX DIFFERENCES - STAGE III

Social Attitudes Inventory -- Anxiety:

41 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	8	5	7	6	3	4	9
Means:	.9	.9	.8	.8	.8	.8	.9	.9	.8
Country x Age	10>14 .9 .9	10<14 .9 1.0	10>14 .8 .8	10>14 .8 .8	10<14 .8 .8	10<14 .8 .8	10>14 .9 .8	10=14 .9 .9	10>14 .8 .8
Country x SES	L<M .9 .9	L<M .9 .9	L<M .8 .8	L<M .8 .9	L=M .8 .8	L<M .8 .8	L=M .9 .9	L>M .9 .8	L<M .7 .8
Country x Sex	M>F .9 .9	M<F .9 .9	M=F .8 .8	M<F .8 .9	M>F .8 .8	M=F .8 .8	M<F .8 .9	M<F .8 .9	M>F .8 .7
Age					SES	UL<UM .8 .8			
Age x SES					SES x Sex				
Age x Sex					Sex				

Social Attitudes Inventory -- Total Score:

42 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	8	5	7	6	2	4	9
Means:	.8	.9	.8	.8	.8	.8	.8	.8	.8
Country x Age	10<14 .8 .8	10<14 .9 .9	10>14 .8 .8	10<14 .8 .9	10<14 .8 .8	10<14 .8 .8	10>14 .9 .8	10>14 .9 .8	10>14 .8 .8
Country x SES	L>M .8 .8	L>M .9 .9	L>M .8 .8	L<M .8 .8	L>M .8 .8	L>M .8 .8	L<M .8 .9	L>M .9 .8	L<M .8 .8
Country x Sex	M<F .8 .9	M=F .9 .9	M<F .8 .8	M<F .8 .8	M>F .8 .8	M<F .8 .8	M<F .8 .9	M<F .8 .9	M<F .8 .8
Age					SES				
Age x SES					SES				
Age x Sex					Sex	M<F .8 .8			

Views of Life -- Locus of Control:

43 Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	8		5	6	3	7	2
Means:	.6	.7	.4		.6	.5	.6	.5	.6
Country x SES	L<M .5 .6	L<M .6 .7	L<M .4 .5		L<M .5 .6	L<M .5 .5	L<M .5 .7	L<M .4 .6	L<M .6 .7
Country x Sex	M>F .6 .6	M>F .7 .6	M>F .5 .4		M<F .5 .6	M>F .6 .5	M>F .7 .6	M<F .5 .5	M<F .6 .7
					SES	UL<UM .5 .6			
					SES x Sex	LM>LF .5 .5	MM>MF .6 .6		
					Sex				

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Views of Life -- Academic Locus of Control:

44 Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	2	8		5	7	3	6	1
Means:	.7	.8	.6		.6	.6	.7	.6	.8
Country x SES	L>M .7 .6	L>M .9 .8	L>M .6 .6		L>M .7 .6	L>M .6 .6	L>M .7 .7	L>M .6 .6	L<M .8 .9
Country x Sex	M>F .7 .6	M>F .8 .8	M>F .6 .5		M<F .6 .7	M<F .6 .6	M>F .7 .7	M>F .7 .6	M<F .8 .9
					SES				
					SES x Sex				

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, & SEX DIFFERENCES - STAGE III

Views of Life -- Action/Inaction:

45 Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	8		2	5	7	6	1
Means:	.6	.7	.5		.7	.6	.5	.5	.7
Country x SES	L>M .7 .6	L<M .6 .7	L>M .5 .5		L>M .7 .7	L>M .6 .6	L>M .5 .5	L>M .6 .5	L>M .8 .7
Country x Sex	M>F .7 .6	M>F .7 .6	M>F .5 .5		M<F .7 .7	M<F .6 .6	M>F .5 .5	M>F .6 .5	M<F .7 .7
					SES	UL>UM .6 .6			
					SES x Sex				
					Sex	M>F .6 .6			

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Views of Life -- Immediate/Delayed Action:

46 Tukeys HSD = .159

Country:	Brazil	Mexico	Eng'and	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	7	2		4	1	5	3	6
Means:	.4	.4	.6		.5	.6	.5	.5	.5
Country x SES	L<M .4 .4	L<M .4 .4	L<M .5 .6		L<M .5 .6	L<M .6 .6	L>M .5 .5	L>M .6 .5	L<M .5 .5
Country x Sex	M>F .4 .3	M>F .4 .4	M<F .5 .6		M>F .6 .5	M>F .6 .5	M>F .5 .5	M>F .5 .5	M<F .5 .6
					SES	UL<UM .5 .5			
					SES x Sex				
					Sex				

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Views of Life -- Rate of Action:

47 Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	5	6		1	2	8	7	3
Means:	.5	.5	.5		.7	.6	.4	.4	.6
Country x SES	L<M .5 .5	L<M .5 .5	L<M .4 .5		L<M .6 .7	L>M .6 .6	L>M .4 .4	L<M .4 .4	L<M .5 .6
Country x Sex	M>F .5 .5	M>F .5 .6	M>F .5 .4		M>F .7 .7	M<F .8 .6	M>F .5 .4	M>F .5 .4	M<F .6 .6
					SES				
					SES x Sex				
					Sex	M>F .5 .5			

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Views of Life -- Intrinsic/Extrinsic:

48 Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	8	5		2	4	6	7	1
Means:	.7	.5	.6		.7	.7	.5	.5	.8
Country x SES	L<M .7 .7	L<M .4 .6	L<M .5 .7		L>M .7 .7	L>M .7 .6	L<M .5 .6	L>M .6 .5	L>M .8 .8
Country x Sex	M<F .7 .7	M>F .5 .5	M<F .6 .7		M<F .7 .8	M<F .6 .7	M<F .5 .6	M<F .5 .5	M<F .7 .8
					SES				
					SES x Sex				
					Sex	M<F .6 .6			

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Views of Life -- Rank Achievement/Interdependent Religious

SES Tukeys HSD = .174

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	2	7		3	1	6	8	3
Means:	.6	.7	.5		.6	.8	.6	.5	.7

Country x SES	L>M .6	.6	L<M .7	.7	L>M .5	.5	L>M .6	.8	L>M .6	.5	L<M .5	.5	L<M .6	.7
Country x Sex	M>F .6	.6	M>F .7	.6	M>F .5	.5	M>F .6	.5	M<F .8	.8	M>F .7	.5	M>F .5	.5	M<F .6	.7

SES

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex	M>F
	.6 .6

*This instrument was not administered in Germany.

Views of Life -- Competition/Cooperation

SES Tukeys HSD = .112

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	7	6		2	1	5	3	8
Means:	.2	.1	.2		.3	.3	.2	.2	.1

Country x SES	L>M .2	.1	L<M .1	.1	L>M .2	.1	L>M .4	.2	L>M .5	.5	L>M .2	.2	L>M .2	.2	L<M .1	.1
Country x Sex	M<F .2	.2	M>F .1	.1	M>F .2	.1	M>F .3	.2	M>F .5	.5	M>F .2	.1	M>F .2	.1	M>F .1	.1

SES

UL>UM .2	.2

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex	M>F
	.2 .2

*This instrument was not administered in Germany.

Views of Life -- Independent/Interdependent

SES Tukeys HSD = .110

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	8	2		5	7	3	6	1
Means:	.2	.4	.8		.7	.6	.8	.6	.9

Country x SES	L<M .6	.9	L<M .3	.5	L<M .8	.9	L<M .7	.7	L<M .5	.7	L<M .7	.8	L<M .6	.7	L<M .9	.9
Country x Sex	M<F .7	.8	M>F .4	.3	M>F .8	.8	M<F .6	.7	M>F .6	.6	M<F .8	.8	M<F .6	.6	M<F .9	.9

SES

UL<UM .6	.8

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex

*This instrument was not administered in Germany.

Views of Life -- Ascribed Status/Achieved Status

SES Tukeys HSD = .112

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	8	2		5	7	3	6	1
Means:	.9	.7	.9		.8	.8	.9	.8	.9

Country x SES	L<M .8	.9	L<M .6	.9	L>M .9	.9	L<M .8	.9	L<M .8	.9	L<M .8	.8	L>M .9	.9
Country x Sex	M<F .8	.9	M>F .8	.6	M<F .8	.9	M<F .8	.9	M>F .8	.8	M<F .8	.9	M<F .8	.9	M>F .9	.9

SES

UL<UM .8	.9

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex	M<F
	.8 .9

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Views of Life -- Conformation/Acceptance: *53* Tukeys HSD = .112

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Rank:	6	1	7		2	3	4	5	8
Means:	.7	.8	.7		.8	.8	.7	.7	.6

Country & SES	L<M .7	L<M .7	L<M .8	L<M .8	L<M .6	L<M .7	L<M .7	L>M .8	L>M .8	L>M .8	L>M .7	L<M .7	L<M .7	L<M .6	L<M .6
Country & Sex	M<F .7	M<F .8	M>F .9	M>F .8	M<F .6	M<F .7	M<F .8	M<F .8	M>F .8	M>F .8	M<F .7	M<F .7	M<F .7	M>F .6	M>F .6

SES

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex

*This instrument was not administered to Germany.

Views of Life -- Self-Initiation/Other Initiation: *54* Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Rank:	5	1	6		2	4	7	8	3
Means:	.6	.6	.4		.6	.6	.4	.4	.6

Country & SES	L<M .5	L<M .6	L<M .3	L<M .7	L<M .4	L<M .4	L<M .5	L<M .7	L>M .6	L>M .6	L<M .4	L<M .4	L>M .4	L>M .4	L<M .6	L<M .6
Country & Sex	M>F .6	M>F .5	M>F .7	M>F .5	M>F .5	M>F .4	M>F .6	M>F .6	M>F .6	M>F .3	M>F .4	M>F .4	M>F .4	M>F .4	M>F .6	M>F .6

SES UL<UM .5 .5

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex M>F .6 .5

*This instrument was not administered in Germany.

Views of Life -- Self-Solver/Other Solver: *55* Tukeys HSD = .112

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Rank:	3	4	2		1	5	6	7	8
Means:	.6	.6	.7		.7	.6	.6	.6	.5

Country & SES	L>M .7	L>M .6	L>M .7	L>M .6	L>M .7	L>M .7	L<M .6	L<M .6	L>M .6	L>M .5	L<M .5	L<M .6	L>M .5	L>M .5	L>M .5	L>M .5
Country & Sex	M<F .6	M<F .6	M<F .6	M<F .6	M<F .7	M<F .7	M<F .7	M<F .7	M<F .6	M<F .6	M<F .6	M<F .6	M>F .6	M>F .5	M<F .5	M<F .6

SES UL>UM .6 .6

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex

*This instrument was not administered to Germany.

Views of Life -- Self/Joint Implementation: *56* Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Rank:	1	2	7		5	6	4	8	3
Means:	.5	.5	.4		.4	.4	.4	.2	.4

Country & SES	L>M .6	L>M .4	L>M .5	L<M .4	L<M .3	L<M .4	L<M .4	L<M .4	L<M .4	L<M .4	L<M .4	L<M .4	L>M .3	L>M .2	L<M .4	L<M .4
Country & Sex	M<F .5	M<F .3	M>F .5	M>F .5	M>F .4	M>F .4	M>F .4	M<F .4	M<F .3	M<F .4	M>F .4	M>F .4	M>F .2	M>F .2	M>F .4	M>F .4

SES

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex

Views of Life -- Instrumentality/Fantasy: *58* Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	7		3	2	6	8	5
Means:	.5	.8	.5		.6	.6	.5	.5	.5
Country x SES	L<M .5 .6	L>M .8 .8	L>M .5 .4		L<M .5 .6	L<M .6 .7	L>M .5 .5	L<M .5 .5	L>M .6 .5
Country x Sex	M>F .6 .5	M>F .8 .7	M>F .5 .4		M>F .6 .5	M<F .6 .7	M>F .6 .5	M<F .4 .5	M>F .6 .5

SES

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex M>F .6 .5

*This instrument was not administered in Germany.

Views of Life -- Emotional Control/Emotional Expressivity and Acceptance: *59* Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	4		7	3	6	5	8
Means:	.7	.7	.6		.5	.7	.6	.6	.4
Country x SES	L>M .8 .6	L>M .8 .7	L>M .7 .6		L>M .6 .5	L<M .7 .7	L>M .7 .5	L>M .7 .5	L>M .4 .4
Country x Sex	M>F .7 .7	M>F .7 .7	M>F .7 .6		M<F .5 .6	M<F .7 .7	M>F .6 .5	M>F .6 .6	M=F .4 .4

SES UL>UM .7 .6

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex

*This instrument was not administered in Germany.

Views of Life -- Activity/Passivity under Stress: *60* Tukeys HSD = .112

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	3	1		6	7	2	4	8
Means:	.7	.7	.8		.7	.7	.8	.7	.6
Country x SES	L<M .6 .7	L<M .6 .7	L<M .8 .8		L<M .6 .7	L<M .7 .7	L<M .7 .8	L<M .6 .7	L<M .6 .6
Country x Sex	M<F .7 .7	M>F .7 .6	M<F .8 .8		M<F .7 .7	M>F .7 .7	M<F .7 .8	M>F .7 .7	M>F .6 .6

SES UL<UM .7 .7

SES x Sex

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

Sex

*This instrument was not administered in Germany.

Views of Life -- Positive/Negative Self-concept:

61 Tukeys HSD = .159

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	6		2	4	7	5	8
Means:	.7	.8	.5		.7	.7	.4	.5	.3

Country x SES	L>M .7	.6	L<M .8	.8	L=M .5	.5		L>M .8	.6	L=M .7	.7	L>M .5	.4	L>M .6	.4	L<M .3	.3
Country x Sex	M>F .8	.6	M>F .8	.7	M>F .5	.4		M>F .8	.6	M>F .7	.6	M>F .6	.4	M>F .5	.5	M>F .3	.2

SES	UL>LM .6	.5
SES x Sex	LM>LF .6	.5
	MM>MF .6	.4
Sex	M>F .6	.5

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Views of Life -- View of Life:

63 Tukeys HSD = .112

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	5		8	4	1	2	3
Means:	.8	.8	.9		.8	.9	.9	.9	.9

Country x SES	L>M .8	.8	L<M .7	.9	L>M .9	.9		L>M .8	.8	L<M .9	.9	L<M .9	.9	L<M .9	.9	L>M .9	.9
Country x Sex	M<F .8	.8	M>F .9	.8	M<F .8	.9		M>F .8	.8	M<F .9	.9	M<F .9	.8	M<F .9	.9	M<F .9	.9

SES	
SES x Sex	
Sex	

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Views of Life -- Total Active Choice:

63 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany*	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	7		2	1	6	8	5
Means:	.6	.6	.6		.6	.6	.6	.5	.6

Country x SES	L>M .6	.6	L<M .6	.6	L<M .5	.6		L<M .6	.6	L<M .6	.6	L>M .6	.6	L>M .5	.5	L<M .6	.6
Country x Sex	M>F .6	.6	M>F .6	.6	M>F .6	.5		M>F .6	.6	M>F .6	.6	M>F .6	.5	M>F .5	.5	M<F .6	.6

SES	UL<UM .6	.6
SES x Sex		
Sex	M>F .6	.6

**This instrument was administered to the fourteen-year-old sample only. Thus, there were no age differences.

*This instrument was not administered in Germany.

Sentence Completion Task Achievement -- Attitude:

6.0 Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	8	9	1	7	4	6	5
Means:	2.2	2.4	1.9	1.9	2.5	2.1	2.1	2.1	2.1
Country x Age	10< 14 2.2 2.2	10< 14 2.3 2.5	10< 14 1.9 2.0	10>14 1.9 1.8	10< 14 2.5 2.5	10< 14 2.1 2.1	10< 14 2.1 2.2	10< 14 2.1 2.1	10>14 2.2 2.1
Country x SES	L>M 2.3 2.1	L< M 2.4 2.4	L< M 1.9 1.9	L >M 1.9 1.8	L >M 2.5 2.4	L >M 2.1 2.0	L< M 2.1 2.2	L< M 2.1 2.1	L< M 2.1 2.2
Country x Sex	M>F 2.2 2.2	M< F 2.4 2.4	M>F 2.0 1.9	M< F 1.9 1.9	M< F 2.5 2.5	M>F 2.1 2.1	M>F 2.1 2.1	M< F 2.1 2.1	M>F 2.2 2.1
Age	10< 14 2.1 2.2				SES				
Age x SES	10L > 10M 2.1 2.1	14L< 14M 2.1 2.2			SES x Sex				
Age x Sex					Sex				

Sentence Completion Task Achievement -- Stance:

65 Tukeys HSD = .210

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	1	6	7	4	5	2	3	8
Means:	3.9	4.7	4.1	4.1	4.3	4.3	4.5	4.4	4.0
Country x Age	10>14 4.0 3.9	10< 14 4.7 4.8	10< 14 4.1 4.2	10< 14 4.1 4.1	10>14 4.4 4.2	10< 14 4.2 4.4	10>14 4.4 4.4	10>14 4.4 4.4	10 <14 3.9 4.1
Country x SES	L<M 3.9 3.9	L<M 4.7 4.7	L<M 4.1 4.2	L>M 4.2 4.0	L<M 4.3 4.3	L>M 4.3 4.3	L<M 4.5 4.5	L>M 4.5 4.4	L<M 3.9 4.1
Country x Sex	M<F 3.9 4.0	M>F 4.7 4.7	M>F 4.2 4.1	M>F 4.1 4.1	M>F 4.3 4.3	M<F 4.2 4.4	M<F 4.5 4.5	M<F 4.4 4.4	M<F 4.0 4.1
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Task Achievement -- Engagement:

66 Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	2	6	8	5	4	1	3	9
Means:	3.0	3.4	3.1	2.9	3.2	3.2	3.4	3.4	2.8
Country x Age	10>14 3.0 3.0	10< 14 3.4 3.5	10>14 3.1 3.1	10< 14 2.8 3.0	10>14 3.3 3.0	10< 14 3.1 3.4	10>14 3.5 3.4	10< 14 3.4 3.4	10 <14 2.8 2.9
Country x SES	L<M 3.0 3.0	L>M 3.4 3.4	L<M 3.1 3.2	L<M 2.9 2.9	L>M 3.2 3.2	L>M 3.3 3.2	L>M 3.5 3.4	L>M 3.4 3.4	L<M 2.7 3.0
Country x Sex	M<F 3.0 3.0	M<F 3.4 3.4	M<F 3.1 3.2	M>F 2.9 2.9	M>F 3.2 3.1	M<F 3.2 3.3	M<F 3.4 3.5	M<F 3.4 3.4	M<F 2.8 2.9
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Task Achievement -- Aid/Advice:

67 Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	2	5	9	6	4	1	3	8
Means:	1.1	1.4	1.2	1.1	1.2	1.3	1.4	1.4	1.1
Country x Age	10<14 1.0 1.2	10< 14 1.3 1.5	10< 14 1.2 1.3	10< 14 1.0 1.2	10>14 1.2 1.2	10< 14 1.1 1.4	10< 14 1.4 1.5	10>14 1.5 1.2	10< 14 1.0 1.1
Country x SES	L<M 1.1 1.2	L<M 1.4 1.5	L<M 1.2 1.3	L<M 1.0 1.1	L<M 1.2 1.2	L<M 1.3 1.3	L<M 1.4 1.4	L<M 1.3 1.4	L<M 1.0 1.2
Country x Sex	M<F 1.1 1.1	M>F 1.4 1.4	M>F 1.2 1.2	M<F 1.1 1.1	M>F 1.2 1.2	M<F 1.2 1.3	M<F 1.4 1.4	M<F 1.3 1.4	M<F 1.1 1.1
Age	10< 14 1.2 1.3				SES	UL< UM 1.2 1.3			
Age x SES					SES x Sex				
Age x Sex					Sex				

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Task Achievement -- Coping Effectiveness: *68* Tukeys HSD = .186

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10>14 3.8 3.8	10<14 4.2 4.5	10<14 3.5 3.6	10>14 3.7 3.7	10>14 3.9 3.8	10>14 3.9 3.9	10>14 4.3 4.2	10<14 4.1 4.1	10<14 3.5 3.6
Country x SES	L<M 3.8 3.8	L<M 4.3 4.4	L<M 3.5 3.6	L>M 3.7 3.6	L<M 3.9 3.9	L<M 3.9 4.0	L<M 4.2 4.2	L>M 3.7 3.6	L<M 3.4 3.7
Country x Sex	M<F 3.8 3.8	M<F 4.3 4.4	M>F 3.6 3.5	M<F 3.7 3.7	M>F 3.9 3.9	M<F 3.8 4.1	M<F 4.2 4.3	M<F 4.1 4.1	M<F 3.6 3.6
Age					SES	UL<UM 3.9 3.9			
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Task Achievement -- Hostile Affect: *69* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	8	3	2	4	5	9	7	1
Means:	.0	.0	.0	.1	.0	.0	.0	.0	.1
Country x Age	10<14 .0 .0	10<14 .0 .0	10>14 .0 .0	10>14 .1 .0	10>14 .0 .0	10>14 .0 .0	10<14 .0 .0	10>14 .0 .0	10>14 .1 .1
Country x SES	L<M .0 .0	L>M .0 .0	L>M .0 .0	L<M .1 .1	L>M .0 .0	L<M .0 .0	L>M .0 .0	L<M .0 .0	L>M .1 .1
Country x Sex	M<F .0 .0	M<F .0 .0	M>F .0 .0	M<F .0 .1	M<F .0 .0	M>F .0 .0	M>F .0 .0	M>F .0 .0	M<F .1 .1
Age	10>14 .0 .0				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Task Achievement -- Depressive Affect: *70* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	6	8	3	2	4	9	7	1
Means:	.0	.0	.0	.0	.0	.0	.0	.0	.1
Country x Age	10>14 .0 .0	10>14 .0 .0	10>14 .0 .0	10>14 .1 .0	10>14 .0 .0	10>14 .0 .0	10>14 .0 .0	10>14 .0 .0	10>14 .1 .1
Country x SES	L>M .0 .0	L>M .0 .0	L>M .0 .0	L>M .0 .0	L=M .0 .0	L=M .0 .0	L<M .0 .0	L>M .0 .0	L>M .1 .1
Country x Sex	M<F .0 .0	M>F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M<F .1 .1
Age	10>14 .0 .0				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Task Achievement -- Neutral Affect: *71* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	3	4	8	7	5	2	1	9
Means:	.9	1.0	.9	.9	.9	.9	1.0	1.0	.8
Country x Age	10>14 .9 .9	10<14 1.0 1.0	10<14 .9 .9	10<14 .9 .9	10<14 .9 .9	10<14 .9 .9	10>14 1.0 1.0	10<14 .9 1.0	10<14 .8 .8
Country x SES	L<M .9 .9	L<M 1.0 1.0	L<M .9 .9	L<M .9 .9	L<M .9 .9	L>M .9 .9	L>M 1.0 1.0	L>M 1.0 1.0	L<M .8 .8
Country x Sex	M>F .9 .9	M>F 1.0 1.0	M>F .9 .9	M>F .9 .9	M>F .9 .9	M>F .9 .9	M<F 1.0 1.0	M>F 1.0 1.0	M>F .8 .8
Age	10<14 .9 .9				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

FIGURE 3

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Task Achievement -- Positive Affect:

72 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	6	6	5	3	2	4	9	7
Means:	.0	.0	.0	.0	.0	.0	.0	.0	.0
Country x Age	10<14 .0 .0	10>14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0
Country x SES	L>M .0 .0	L<M .0 .0	L<M .0 .0	L<M .0 .0	L>M .0 .0	L>M .0 .0	L>M .0 .0	L<M .0 .0	L<M .0 .0
Country x Sex	M>F .0 .0	M<F .0 .0	M=F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M=F .0 .0	M>F .0 .0	M>F .0 .0
Age	10<14 .0 .0				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion -- Interpersonal Relations Attitude:

73 Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	7	9	6	5	4	2	8
Means:	2.4	2.6	2.3	2.0	2.3	2.4	2.4	2.5	2.2
Country x Age	10>14 2.6 2.3	10>14 2.7 2.5	10>14 2.4 2.2	10<14 2.0 2.0	10>14 2.4 2.1	10>14 2.5 2.3	10>14 2.5 2.3	10<14 2.0 2.0	10>14 2.2 2.2
Country x SES	L>M 2.5 2.4	L<M 2.6 2.6	L<M 2.3 2.3	L<M 2.0 2.0	L>M 2.3 2.3	L>M 2.4 2.4	L>M 2.4 2.4	L<M 2.5 2.6	L>M 2.3 2.2
Country x Sex	M>F 2.4 2.4	M<F 2.5 2.6	M<F 2.2 2.4	M>F 2.5 2.5	M>F 2.4 2.3	M>F 2.4 2.3	M<F 2.3 2.5	M>F 2.5 2.5	M<F 2.2 2.3
Age	10>14 2.4 2.3				SES				
Age x SES	10L<10M 2.4 2.4	14L>14M 2.3 2.3			SES x Sex				
Age x Sex					Sex	M<F 2.3 2.4			

Sentence Completion -- Interpersonal Relations -- Stance:

74 Tukeys HSD = .201

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	4	8	2	6	7	3	5	1
Means:	2.2	2.8	2.5	2.9	2.6	2.5	2.8	2.7	3.1
Country x Age	10<14 2.1 2.4	10<14 2.7 2.8	10<14 2.4 2.6	10<14 2.8 3.1	10<14 2.6 2.6	10<14 2.3 2.8	10<14 2.7 2.9	10<14 2.6 2.9	10>14 3.1 3.1
Country x SES	L<M 2.1 2.3	L<M 2.6 3.0	L<M 2.4 2.6	L>M 2.9 2.9	L<M 2.5 2.7	L<M 2.5 2.5	L>M 2.8 2.8	L>M 2.7 2.7	L<M 3.1 3.1
Country x Sex	M>F 2.2 2.2	M>F 2.8 2.7	M<F 2.5 2.5	M>F 2.9 2.9	M<F 2.5 2.7	M>F 2.5 2.5	M<F 2.8 2.9	M<F 2.6 2.9	M<F 3.1 3.1
Age	10<14 2.6 2.8				SES	UL<UM 2.6 2.7			
Age x SES	10L<10M 2.6 2.6	14L<14M 2.7 2.9			SES x Sex				
Age x Sex					Sex				

Sentence Completion -- Interpersonal Relations -- Engagement:

75 Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	2	8	5	3	7	6	4	1
Means:	1.5	2.1	1.7	1.9	2.0	1.8	1.2	2.0	2.3
Country x Age	10<14 1.4 1.6	10<14 2.0 2.1	10<14 1.7 1.7	10<14 1.7 2.2	10<14 1.9 2.0	10<14 1.6 2.0	10<14 1.9 2.0	10<14 1.9 2.0	10<14 2.2 2.3
Country x SES	L>M 1.5 1.5	L<M 1.9 2.3	L<M 1.6 1.8	L>M 2.0 1.9	L<M 1.9 2.1	L<M 1.8 1.8	L<M 1.9 2.0	L>M 2.0 1.9	L<M 2.2 2.3
Country x Sex	M<F 1.5 1.5	M>F 2.1 2.0	M<F 1.6 1.8	M<F 1.9 2.0	M<F 1.9 2.1	M<F 1.8 1.8	M<F 1.8 2.0	M<F 1.9 2.1	M<F 2.2 2.3
Age	10<14 1.8 2.0				SES	UL<UM 1.9 1.9			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 1.8 2.0			

FIGURE 1

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Interpersonal Relations -- Aid/Advice:

76 Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	2	8	4	3	7	6	5	1
Means:	.3	.7	.5	.6	.7	.5	.6	.6	.8
Country x Age	10<14 .2 .4	10<14 .6 .7	10<14 .4 .5	10<14 .5 .8	10<14 .6 .7	10<14 .4 .7	10<14 .6 .6	10<14 .6 .6	10<14 .8 .8
Country x SES	L>H .3 .3	L<H .6 .8	L<H .4 .5	L>H .6 .6	L<H .6 .7	L<H .5 .6	L<H .6 .6	L>H .6 .6	L<H .8 .8
Country x Sex	M<F .3 .3	M>F .7 .7	M<F .4 .5	M<F .6 .7	M<F .6 .7	M<F .5 .6	M<F .5 .7	M<F .6 .7	M<F .8 .9
Age	10<14 .5 .6				SES	UL<UH .6 .6			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .6 .6			

Sentence Completion Interpersonal Relations -- Coping Effectiveness:

77 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10<14 2.4 2.8	10<14 3.4 3.5	10<14 2.9 3.0	10<14 2.8 3.3	10<14 2.8 3.0	10<14 2.9 3.3	10>14 3.4 3.4	10<14 3.3 3.4	10<14 3.1 3.2
Country x SES	L<M 2.6 2.6	L<M 3.3 3.6	L<M 2.9 3.1	L=M 3.1 3.1	L<M 2.8 3.0	L<M 3.1 3.1	L<M 3.4 3.4	L>M 3.4 3.3	L<M 3.1 3.3
Country x Sex	M<F 2.6 2.6	M>F 3.5 3.4	M<F 2.9 3.1	M<F 3.0 3.2	M<F 2.8 3.0	M<F 3.1 3.2	M<F 3.3 3.4	M<F 3.2 3.5	M<F 3.1 3.3
Age	10<14 3.0 3.2				SES	UL<UH 3.1 3.2			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 3.0 3.2			

Sentence Completion Interpersonal Relations -- Hostile Affect:

78 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	6	3	1	4	8	7	5	2
Means:	.1	.1	.2	.3	.2	.1	.1	.1	.2
Country x Age	10>14 .2 .1	10<14 .1 .1	10>14 .2 .2	10>14 .3 .2	10>14 .2 .2	10>14 .1 .1	10<14 .1 .1	10<14 .1 .2	10>14 .2 .2
Country x SES	L>M .1 .1	L>M .2 .1	L>M .2 .2	L<M .3 .3	L>M .2 .2	L>M .1 .1	L>M .1 .1	L<M .1 .2	L>M .2 .2
Country x Sex	M>F .1 .1	M>F .2 .1	M>F .2 .2	M>F .3 .2	M>F .2 .2	M>F .2 .1	M>F .2 .1	M>F .2 .1	M>F .2 .2
Age	10>14 .2 .1				SES	UL>UH .2 .2			
Age x SES					SES x Sex				
Age x Sex					Sex	M>F .2 .1			

Sentence Completion Interpersonal Relations -- Depressive Affect:

79 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	6	9	4	8	5	7	3
Means:	.2	.1	.1	.0	.1	.0	.1	.1	.1
Country x Age	10>14 .2 .2	10<14 .1 .1	10<14 .1 .1	10>14 .0 .0	10<14 .1 .1	10>14 .1 .0	10<14 .1 .1	10>14 .1 .1	10<14 .1 .2
Country x SES	L>M .2 .2	L>M .1 .1	L>M .1 .1	L<M .0 .0	L<M .1 .1	L<M .0 .1	L<M .1 .1	L<M .1 .1	L<M .1 .1
Country x Sex	M<F .2 .3	M<F .1 .2	M<F .1 .1	M<F .0 .0	M<F .1 .2	M<F .0 .1	M<F .1 .1	M<F .1 .1	M<F .1 .2
Age					SES				
Age x SES	10L>10M .1 .1	14L<14M .1 .1			SES x Sex				
Age x Sex	10M<10F	14M<14F			Sex	M<F			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Interpersonal Relations -- Neutral Affect: *80* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	4	5	6	7	1	2	3	8
Means:	.7	.7	.7	.7	.7	.8	.8	.8	.7
Country x Age	10<14 .6 .7	10>14 .7 .7	10<14 .7 .7	10<14 .6 .8	10<14 .7 .7	10<14 .8 .8	10>14 .8 .8	10>14 .8 .8	10>14 .7 .7
Country x SES	L<M .6 .7	L<M .7 .8	L<M .7 .7	L>M .7 .7	L>M .7 .7	L<M .8 .8	L>M .8 .8	L>M .8 .7	L<M .7 .7
Country x Sex	M>F .7 .6	M>F .7 .7	M<F .7 .7	M<F .7 .7	M>F .7 .7	M<F .8 .8	M<F .8 .8	M<F .7 .8	M>F .7 .7
Age	10<14 .7 .7				SES	UL<UM .7 .7			
Age x SES	10L<10M .7 .7	14L>14M .7 .7			SES x Sex				
Age x Sex					Sex				

Sentence Completion Interpersonal Relations -- Positive Affect: *81* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	2	4	1	5	9	3	6
Means:	.0	.0	.0	.0	.0	.0	.0	.0	.0
Country x Age	10<14 .0 .0	10>14 .0 .0	10<14 .0 .0	10>14 .0 .0	10<14 .0 .0	10>14 .0 .0	10>14 .0 .0	10>14 .0 .0	10<14 .0 .0
Country x SES	L<M .0 .0	L>M .0 .0	L>M .0 .0	L>M .0 .0	L<M .0 .0	L>M .0 .0	L>M .0 .0	L>M .0 .0	L>M .0 .0
Country x Sex	M>F .0 .0	M=F .0 .0	M>F .0 .0	M>F .0 .0	M=F .0 .0	M<F .0 .0	M>F .0 .0	M<F .0 .0	M=F .0 .0
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Authority -- Attitude: *82* Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	1	7	9	6	3	4	2	8
Means:	2.3	2.5	2.1	2.1	2.2	2.4	2.4	2.4	2.1
Country x Age	10>14 2.6 2.0	10>14 2.6 2.3	10>14 2.2 2.0	10>14 2.2 1.9	10>14 2.4 2.0	10>14 2.5 2.3	10>14 2.6 2.2	10>14 2.6 2.3	10>14 2.2 2.0
Country x SES	L>M 2.4 2.1	L<M 2.5 2.5	L>M 2.1 2.1	L>M 2.1 2.0	L>M 2.3 2.2	L<M 2.4 2.4	L<M 2.4 2.4	L>M 2.4 2.4	L<M 2.1 2.1
Country x Sex	M>F 2.3 2.2	M<F 2.5 2.5	M<F 2.1 2.2	M<F 2.0 2.1	M>F 2.3 2.2	M<F 2.4 2.4	M<F 2.3 2.4	M<F 2.4 2.4	M<F 2.1 2.1
Age	10>14 2.4 2.1				SES	UL>UM 2.3 2.3			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 2.3 2.3			

Sentence Completion Authority -- Stance: *83* Tukeys HSD = .210

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	2	7	6	3	4	5	9	1
Means:	2.7	3.2	2.8	2.9	3.1	2.9	2.9	2.7	3.3
Country x Age	10<14 2.9 3.0	10<14 3.0 3.3	10<14 2.6 3.0	10<14 2.7 3.1	10<14 2.9 3.2	10<14 2.7 3.2	10<14 2.8 3.0	10<14 2.5 2.9	10<14 3.2 3.4
Country x SES	L<M 2.7 2.8	L<M 2.9 3.4	L<M 2.7 3.0	L>M 3.0 2.8	L<M 3.1 3.1	L<M 2.8 3.1	L>M 2.9 2.9	L<M 2.6 2.8	L<M 3.2 3.3
Country x Sex	M>F 2.8 2.6	M>F 3.2 3.1	M<F 2.8 2.9	M>F 3.0 2.8	M>F 3.2 3.0	M<F 2.9 3.0	M>F 3.0 2.9	M>F 2.8 2.7	M>F 3.3 3.2
Age	10<14 2.8 3.1				SES	UL<UM 2.9 3.0			
Age x SES					SES x Sex				
Age x Sex	10M<10F 2.8 2.8	14M>14F 3.2 3.0			Sex	M>F 3.0 2.9			

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Authority -- Engagement: *84* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	3	6	4	1	8	7	9
Means:	1.7	1.8	1.8	1.7	1.8	1.9	1.6	1.6	1.6
Country x Age	10>14 1.7 1.7	10>14 1.9 1.8	10>14 1.8 1.8	10>14 1.8 1.7	10>14 1.9 1.6	10>14 1.9 1.9	10>14 1.7 1.5	10>14 1.6 1.6	10>14 1.6 1.5
Country x SES	L>M 1.8 1.7	L<M 1.7 2.0	L<M 1.7 1.8	L>M 1.8 1.7	L<M 1.7 1.8	L<M 1.9 1.9	L>M 1.6 1.6	L<M 1.6 1.7	L<M 1.5 1.6
Country x Sex	M>F 1.7 1.7	M<F 1.8 1.9	M<F 1.7 1.8	M<F 1.7 1.7	M<F 1.8 1.8	M<F 1.6 1.9	M<F 1.6 1.6	M>F 1.6 1.6	M>F 1.6 1.5
Age	10>14 1.8 1.7				SES	UL<UM 1.7 1.7			
Age x SES	10L<10M 1.7 1.8	14L<14M 1.7 1.7			SES x Sex				
Age x Sex	10M<10F 1.7 1.8	14M<14F 1.7 1.7			Sex				

Sentence Completion Authority -- Aid/Advice: *85* Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	1	2	8	4	3	5	9	7
Means:	.6	.7	.6	.5	.6	.6	.6	.5	.5
Country x Age	10<14 .5 .6	10<14 .6 .7	10<14 .6 .7	10>14 .5 .5	10>14 .7 .6	10<14 .6 .6	10>14 .6 .5	10<14 .5 .5	10<14 .5 .6
Country x SES	L>M .6 .5	L<M .6 .7	L<M .6 .7	L>M .6 .5	L<M .6 .6	L<M .6 .7	L<M .6 .6	L<M .5 .5	L<M .5 .6
Country x Sex	M>F .6 .6	M<F .6 .7	M<F .6 .7	M<F .5 .6	M<F .6 .6	M<F .6 .6	M<F .5 .6	M<F .5 .5	M>F .6 .5
Age					SES	UL<UM .6 .6			
Age x SES	10L<10M .5 .6	14L<14M .6 .6			SES x Sex				
Age x Sex	10M<10F .5 .6	14M<14F .6 .6			Sex	M<F .6 .6			

Sentence Completion Authority -- Coping Effectiveness: *86* Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10>14 3.2 3.2	10<14 3.1 3.3	10<14 2.9 2.9	10<14 2.9 3.2	10<14 3.0 3.0	10<14 3.2 3.4	10>14 3.1 2.9	10<14 2.9 2.9	10<14 2.7 2.7
Country x SES	L>M 3.3 3.1	L<M 3.1 3.4	L<M 2.9 2.9	L>M 3.2 2.3	L<M 3.0 3.1	L<M 3.3 3.3	L>M 3.0 3.0	L<M 2.9 2.9	L<M 2.6 2.8
Country x Sex	M>F 3.4 3.1	M>F 3.2 3.2	M<F 2.8 3.0	M>F 3.1 3.1	M>F 3.1 3.0	M<F 2.3 3.3	M>F 3.0 3.0	M>F 2.9 2.9	M>F 2.7 2.6
Age	M<F 3.0 3.1				SES				
Age x SES					SES x Sex				
Age x Sex	10M<10F 3.0 3.0	14M>14F 3.1 3.0			Sex				

Sentence Completion Authority -- Hostile Affect: *87* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	2	3	6	9	5	4	1
Means:	.1	.1	.2	.2	.1	.1	.2	.2	.3
Country x Age	10<14 .1 .2	10<14 .1 .1	10<14 .2 .2	10<14 .2 .2	10<14 .1 .2	10<14 .1 .1	10<14 .1 .2	10<14 .2 .2	10>14 .3 .3
Country x SES	L<M .1 .2	L<M .1 .1	L<M .1 .2	L<M .2 .2	L>M .2 .1	L>M .1 .1	L<M .1 .2	L<M .2 .2	L<M .3 .3
Country x Sex	M<F .1 .1	M>F .1 .1	M>F .3 .2	M<F .2 .2	M<F .1 .2	M>F .1 .1	M>F .2 .1	M>F .2 .2	M<F .3 .3
Age	10<14 .2 .2				SES	UL<UM .2 .2			
Age x SES					SES x Sex				
Age x Sex					Sex	M>F .2 .2			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Authority -- Repressive Affect: *88* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	8	7	3	5	6	4	9
Means:	.2	.2	.1	.1	.2	.1	.1	.1	.1
Country x Age	10>14 .3 .2	10>14 .3 .2	10>14 .1 .1	10>14 .2 .1	10>14 .3 .2	10>14 .2 .1	10>14 .2 .1	10>14 .2 .1	10>14 .1 .1
Country x SES	L>M .3 .2	L>M .3 .2	L>M .1 .1	L<M .1 .1	L<M .2 .2	L>M .1 .1	L<M .1 .1	L>M .1 .1	L>M .1 .1
Country x Sex	M<F .2 .3	M<F .2 .3	M<F .1 .1	M<F .1 .1	M<F .2 .3	M<F .1 .2	M>F .1 .1	M<F .1 .2	M<F .1 .1
Age	10>14 .2 .1				SES	UL>UM .2 .1			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .1 .2			

Sentence Completion Authority -- Neutral Affect: *89* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	4	3	5	8	1	2	6	9
Means:	.6	.7	.7	.7	.6	.8	.7	.7	.6
Country x Age	10<14 .6 .7	10<14 .6 .7	10<14 .7 .7	10<14 .6 .7	10<14 .6 .7	10<14 .7 .8	10>14 .7 .7	10<14 .7 .7	10<14 .6 .7
Country x SES	L<M .6 .7	L<M .6 .7	L>M .7 .7	L>M .7 .6	L>M .7 .6	L<M .8 .8	L>M .7 .7	L>M .7 .6	L>M .6 .6
Country x Sex	M>F .7 .6	M>F .7 .6	M<F .7 .7	M>F .7 .6	M>F .7 .6	M>F .8 .8	M>F .7 .7	M>F .7 .6	M>F .7 .6
Age	10<14 .7 .7				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M>F .7 .7			

Sentence Completion Authority -- Positive Affect: *90* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	9	2	4	6	7	3	1	5
Means:	.0	.0	.0	.0	.0	.0	.0	.0	.0
Country x Age	10=14 .0 .0	10=14 .0 .0	10<14 .0 .0	10>14 .0 .0	10=14 .0 .0	10=14 .0 .0	10<14 .0 .0	10<14 .0 .0	10=14 .0 .0
Country x SES	L=M .0 .0	L=M .0 .0	L>M .0 .0	L>M .0 .0	L=M .0 .0	L=M .0 .0	L>M .0 .0	L=M .0 .0	L=M .0 .0
Country x Sex	M=F .0 .0	M=F .0 .0	M>F .0 .0	M>F .0 .0	M=F .0 .0	M=F .0 .0	M>F .0 .0	M=F .0 .0	M=F .0 .0
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Sentence Completion Anxiety -- Attitude: *91* Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	9	7	2	4	6	8	5
Means:	2.0	2.3	1.3	1.6	2.1	1.9	1.6	1.5	1.6
Country x Age	10>14 2.1 1.9	10<14 2.3 2.4	10>14 1.3 1.3	10<14 1.4 1.7	10>14 2.2 2.1	10>14 2.0 1.8	10<14 1.5 1.6	10<14 1.5 1.5	10>14 1.7 1.5
Country x SES	L>M 2.2 1.8	L>M 2.4 2.3	L>M 1.3 1.3	L>M 1.6 1.5	L<M 2.1 2.2	L<M 1.8 1.9	L>M 1.6 1.5	L<M 1.5 1.5	L>M 1.6 1.6
Country x Sex	M>F 2.1 2.0	M>F 2.4 2.3	M<F 1.3 1.3	M<F 1.5 1.6	M<F 2.1 2.2	M<F 1.8 1.9	M<F 1.5 1.6	M<F 1.5 1.5	M>F 1.6 1.6
Age					SES	UL>UM 1.8 1.8			
Age x SES					SES x Sex	LM<LF 1.7 1.8	MM>MF 1.8 1.7		
Age x Sex					Sex				

FIGURE 9

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Anxiety -- Stance:

92 Tukeys HSD = .223

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	4	8	2	5	1	9	7	3
Means:	3.3	3.5	3.2	3.6	3.4	3.7	3.2	3.3	3.5
Country x Age	10<14 3.1 3.5	10<14 3.4 3.6	10<14 3.1 3.3	10<14 3.5 3.8	10<14 3.3 3.6	10<14 3.5 3.9	10<14 3.1 3.3	10<14 3.2 3.3	10>14 3.6 3.4
Country x SES	L<M 3.3 3.3	L<M 3.4 3.5	L>M 3.2 3.2	L<M 3.6 3.6	L>M 3.5 3.4	L>M 3.7 3.7	L<M 3.1 3.2	L<M 3.2 3.3	L>M 3.6 3.4
Country x Sex	M>F 3.5 3.1	M>F 3.5 3.5	M>F 3.3 3.1	M>F 3.6 3.6	M>F 3.5 3.4	M>F 3.7 3.6	M>F 3.3 3.0	M>F 3.4 3.2	M>F 3.5 3.4
Age	10<14 3.3 3.5				SES				
Age x SES	10L<10M 3.3 3.3	14L>14M 3.5 3.5			SES x Sex				
Age x Sex					Sex	M>F 3.5 3.3			

Sentence Completion Anxiety -- Engagement:

93 Tukeys HSD = .158

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	6	9	2	5	1	8	7	3
Means:	2.2	2.1	2.0	2.3	2.2	2.4	2.0	2.0	2.3
Country x Age	10<14 2.1 2.3	10<14 2.0 2.1	10>14 2.1 1.9	10<14 2.3 2.3	10>14 1.2 1.2	10<14 2.4 2.5	10>14 2.1 2.0	10>14 2.1 2.0	10<14 2.3 2.3
Country x SES	L>M 2.2 2.2	L>M 2.2 2.0	L<M 2.0 2.0	L>M 2.4 2.2	L>M 2.2 2.1	L>M 2.5 2.4	L<M 2.0 2.0	L>M 2.1 2.0	L>M 2.3 2.3
Country x Sex	M>F 2.3 2.1	M>F 2.1 2.0	M<F 1.9 2.0	M>F 2.4 2.3	M<F 2.1 2.2	M<F 2.4 2.5	M<F 2.0 2.1	M>F 2.1 2.0	M<F 2.2 2.4
Age					SES	UL>UM 2.2 2.1			
Age x SES	10L<10M 2.2 2.2	14L<14M 2.2 2.1			SES x Sex				
Age x Sex	10M<10F 2.1 2.2	14M>14F 2.2 2.2							

Sentence Completion Anxiety -- Aid/Advice:

94 Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	7	9	3	4	1	8	6	5
Means:	.8	.7	.6	.7	.7	.9	.6	.7	.7
Country x Age	10<14 .7 .8	10<14 .6 .7	10>14 .6 .5	10<14 .7 .7	10<14 .7 .7	10<14 .9 1.0	10>14 .7 .6	10>14 .7 .6	10<14 .7 .7
Country x SES	L>M .8 .8	L>M .7 .6	L<M .6 .6	L>M .8 .7	L>M .8 .7	L>M .9 .8	L<M .6 .7	L>M .7 .6	L>M .7 .7
Country x Sex	M>F .8 .7	M>F .7 .6	M<F .6 .6	M>F .8 .7	M>F .7 .7	M<F .9 .9	M<F .6 .7	M>F .7 .6	M<F .7 .8
Age					SES	UL>UM .7 .7			
Age x SES	10L>10M .7 .7	14L>14M .8 .7			SES x Sex				
Age x Sex	10M<10F .7 .7	14M>14F .7 .7			Sex				

Sentence Completion Anxiety -- Coping Effectiveness:

95 Tukeys HSD = .158

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10<14 3.3 3.6	10<14 3.4 3.5	10<14 2.8 3.0	10<14 2.8 3.2	10<14 3.1 3.3	10<14 3.5 3.8	10<14 3.0 3.0	10>14 3.1 3.0	10>14 3.3 3.2
Country x SES	L<M 3.4 3.5	L<M 3.4 3.5	L<M 2.8 2.9	L<M 3.0 3.0	L>M 3.2 3.2	L<M 3.6 3.7	L<M 2.9 3.1	L<M 3.0 3.1	L>M 3.3 3.2
Country x Sex	M>F 3.5 3.3	M>F 3.6 3.4	M>F 2.9 2.9	M<F 2.9 3.0	M>F 3.2 3.2	M<F 3.6 3.7	M>F 3.1 2.9	M>F 3.1 3.0	M<F 3.2 3.3
Age	10<14 3.1 3.3				SES	UL<UM 3.2 3.2			
Age x SES					SES x Sex				
Age x Sex	10M<10F 3.1 3.1	14M>14F 3.4 3.2			Sex	M=F 3.2 3.2			

TABLE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - SCALE III

Sentence Completion Anxiety -- Hostile Affect:

96 Tukeys HSD = .060

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	3	2	5	1	8	6	9	4
Means:	.1	.1	.1	.1	.1	.1	.1	.1	.1
Country x Age	10>14 .1 .1	10>14 .1 .1	10>14 .1 .1	10>14 .1 .1	10>14 .1 .1	10>14 .1 .1	10<14 .1 .1	10>14 .1 .1	10<14 .1 .1
Country x SES	L>M .1 .1	L>M .1 .1	L>M .1 .1	L=M .1 .1	L<M .1 .1	L=M .1 .1	L>M .1 .1	L>M .1 .1	L<M .1 .1
Country x Sex	M>F .1 .1	M<F .1 .1	M>F .1 .1	M>F .1 .1	M>F .1 .1	M>F .1 .0	M>F .1 .0	M>F .1 .0	M>F .1 .0
Age	10>14 .1 .1				SES	UL>LM .1 .1			
Age x SES					SES x Sex				
Age x Sex					Sex	M>F .1 .1			

Sentence Completion Anxiety -- Depressive Affect:

97 Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	2	4	8	3	9	3	1	5
Means:	.2	.2	.2	.1	.2	.1	.2	.3	.2
Country x Age	10>14 .2 .1	10>14 .2 .2	10<14 .2 .2	10>14 .2 .1	10>14 .2 .2	10>14 .2 .1	10<14 .2 .2	10<14 .2 .3	10<14 .2 .2
Country x SES	L>M .2 .1	L>M .2 .2	L>M .2 .2	L<M .1 .2	L>M .2 .2	L>M .2 .1	L<M .2 .2	L>M .3 .2	L<M .2 .2
Country x Sex	M<F .1 .2	M<F .2 .2	M<F .2 .2	M<F .1 .2	M<F .2 .2	M<F .1 .2	M<F .2 .3	M<F .2 .3	M<F .2 .2
Age	10>14 .2 .2				SES	UL>LM .2 .2			
Age x SES					SES x Sex				
Age x Sex	10M<10F .2 .2	14M<14F .1 .2			Sex	M<F .2 .2			

Sentence Completion Anxiety -- Neutral Affect:

98 Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	6	8	3	5	1	7	9	4
Means:	.7	.7	.6	.7	.7	.8	.6	.6	.7
Country x Age	10<14 .7 .8	10<14 .6 .7	10>14 .6 .5	10<14 .7 .7	10<14 .6 .7	10<14 .7 .8	10>14 .7 .6	10>14 .6 .5	10>14 .7 .7
Country x SES	L<M .7 .8	L<M .6 .7	L<M .6 .6	L>M .7 .7	L>M .7 .7	L<M .8 .8	L<M .6 .6	L<M .6 .6	L>M .7 .7
Country x Sex	M>F .8 .7	M>F .7 .6	M>F .6 .6	M>F .7 .6	M>F .7 .7	M<F .8 .8	M>F .6 .6	M>F .6 .6	M<F .7 .7
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M>10F .7 .7	14M>14F .7 .6			Sex	M>F .7 .7			

Sentence Completion Anxiety -- Positive Affect:

99 Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	3	2	5	8	4	1	9
Means:	.0	.0	.1	.1	.0	.0	.1	.1	.0
Country x Age	10<14 .0 .0	10<14 .0 .0	10<14 .0 .1	10<14 .0 .1	10<14 .0 .0	10<14 .0 .0	10<14 .0 .1	10<14 .1 .1	10>14 .0 .0
Country x SES	L<M .0 .0	L<M .0 .0	L<M .1 .1	L<M .1 .1	L>M .0 .0	L<M .0 .0	L>M .1 .1	L<M .1 .1	L>M .0 .0
Country x Sex	M<F .0 .0	M>F .0 .0	M<F .1 .1	M<F .1 .1	M<F .0 .0	M>F .0 .0	M>F .1 .1	M>F .1 .1	M>F .0 .0
Age	10<14 .0 .1				SES	UL<LM .0 .1			
Age x SES	10L<10M .0 .0	14L<14M .1 .1			SES x Sex				
Age x Sex	10M=10F .0 .0	14M=14F .1 .1			Sex				

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FIGURE 5

INTERNATIONAL COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Aggression -- Stance:

100 Tukeys HSD = .294

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	5	7	8	9	2	6	1
Means:	2.9	3.0	2.9	2.8	2.7	2.6	3.0	2.8	3.1
Country x Age	10>14 3.1 2.6	10>14 3.2 2.8	10>14 3.0 2.8	10>14 2.8 2.8	10>14 2.9 2.6	10>14 2.6 2.6	10<14 3.0 3.0	10>14 3.0 2.7	10>14 3.1 3.1
Country x SES	L>M 3.0 2.7	L<M 2.9 3.1	L>M 2.9 2.8	L>M 2.8 2.8	L<M 2.7 2.8	L<M 2.6 2.6	L<M 3.1 2.9	L>M 2.9 2.8	L>M 3.2 3.0
Country x Sex	M>F 3.0 2.8	M>F 3.2 2.8	M>F 3.1 2.7	M<F 2.7 3.0	M>F 3.0 2.5	M>F 2.6 2.5	M>F 3.2 2.9	M>F 3.3 2.6	M<F 3.1 3.1
Age	10>14 3.0 2.8				SES				
Age x SES					SES x Sex				
Age x Sex	10F>10M 3.0 2.9	14M>14F 2.9 2.6			Sex	M>F 2.0 2.8			

Sentence Completion Aggression -- Engagement:

101 Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	2	8	9	3	6	7	5	1
Means:	1.6	1.7	1.4	1.3	1.7	1.5	1.5	1.6	1.8
Country x Age	10>14 1.9 1.3	10>14 2.1 1.4	10>14 1.6 1.3	10>14 1.4 1.3	10>14 2.0 1.4	10>14 1.6 1.4	10>14 1.6 1.3	10>14 1.7 1.5	10>14 1.8 1.7
Country x SES	L>M 1.7 1.4	L>M 1.8 1.6	L<M 1.4 1.4	L>M 1.4 1.2	L>M 1.7 1.6	L<M 1.5 1.5	L>M 1.5 1.4	L>M 1.6 1.5	L>M 1.9 1.7
Country x Sex	M<F 1.6 1.8	M<F 1.8 1.8	M<F 1.4 1.5	M<F 1.5 1.6	M>F 1.7 1.6	M<F 1.5 1.5	M<F 1.4 1.5	M<F 1.5 1.6	M<F 1.8 1.8
Age	10>14 1.7 1.4				SES	UL>UM 1.6 1.5			
Age x SES					SES x Sex				
Age x Sex	10F<10M 1.7 1.8	14M<14F 1.4 1.4			Sex	M<F 1.5 1.6			

Sentence Completion Aggression -- Aid/Advice:

102 Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	8	9	3	6	7	4	1
Means:	.2	.3	.2	.1	.3	.2	.2	.2	.4
Country x Age	10>14 .3 .1	10>14 .4 .2	10>14 .2 .1	10>14 .2 .1	10>14 .4 .2	10>14 .3 .2	10>14 .2 .2	10>14 .3 .2	10<14 .4 .4
Country x SES	L>M .3 .2	L>M .3 .3	L<M .2 .2	L>M .2 .1	L<M .3 .3	L<M .2 .3	L<M .2 .2	L>M .3 .2	L>M .5 .4
Country x Sex	M>F .3 .2	M<F .3 .3	M<F .2 .2	M<F .1 .2	M>F .3 .3	M<F .2 .3	M<F .2 .2	M<F .2 .3	M>F .4 .4
Age	10>14 .3 .2				SES	UL>UM .3 .2			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .2 .3			

Sentence Completion Aggression -- Coping Effectiveness:

103 Tukeys HSD = .201

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10>14 2.6 2.4	10>14 3.4 3.1	10>14 2.2 2.1	10<14 2.2 2.2	10>14 2.7 2.4	10<14 2.6 2.6	10>14 2.6 2.5	10>14 2.5 2.4	10<14 2.2 2.4
Country x SES	L>M 2.6 2.4	L>M 3.2 3.2	L>M 2.2 2.1	L>M 2.3 2.1	L>M 2.6 2.6	L<M 2.6 2.7	L<M 2.4 2.6	L>M 2.5 2.4	L>M 2.4 2.3
Country x Sex	M<F 2.4 2.5	M<F 3.1 3.3	M<F 2.0 2.3	M<F 2.1 2.3	M<F 2.5 2.6	M<F 2.8 2.7	M<F 2.4 2.7	M<F 2.4 2.6	M<F 2.3 2.4
Age	10>14 2.6 2.5				SES				
Age x SES	10L>10M 2.6 2.5	14L<14M 2.4 2.5			SES x Sex				
Age x Sex					Sex	M<F 2.4 2.6			

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion Aggression -- Hostile Affect: *104* Tukeys HSD = .076

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	8	2	1	4	7	6	5	3
Means:	.3	.3	.5	.6	.4	.3	.4	.4	.5
Country x Age	10<14 .3 .3	10<14 .3 .3	10>14 .5 .5	10>14 .6 .6	10=14 .4 .5	10=14 .3 .3	10=14 .3 .5	10=14 .4 .4	10=14 .5 .5
Country x SES	L<M .3 .3	L<M .3 .3	L<M .5 .5	L=M .5 .6	L<M .4 .5	L<M .3 .3	L>M .4 .3	L=M .4 .4	L<M .5 .5
Country x Sex	M<F .3 .3	M>F .4 .3	M>F .6 .5	M<F .6 .6	M>F .5 .4	M>F .4 .3	M>F .4 .3	M>F .4 .4	M>F .5 .5

Age 10<14 .4 .4

SES

Age x SES

SES x Sex

Age x Sex

Sex M>F .4 .4

Sentence Completion Aggression -- Depressive Affect: *105* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	7	8	2	4	6	5	9
Means:	.1	.1	.0	.0	.1	.1	.0	.1	.0
Country x Age	10>14 .2 .1	10>14 .1 .0	10>14 .0 .0	10>14 .0 .0	10<14 .0 .1	10<14 .0 .1	10>14 .1 .0	10<14 .0 .1	10>14 .0 .0
Country x SES	L>M .1 .1	L>M .1 .0	L>M .0 .0	L=M .0 .0	L>M .1 .0	L<M .0 .1	L<M .0 .1	L>M .1 .0	L>M .0 .0
Country x Sex	M<F .1 .1	M<F .0 .1	M<F .0 .0	M<F .0 .0	M<F .0 .1	M<F .0 .1	M<F .0 .1	M<F .0 .1	M<F .0 .0

Age 10>14 .1 .0

SES UL>UM .1 .0

Age x SES

SES x Sex

Age x Sex

Sex M<F .0 .1

Sentence Completion Aggression -- Neutral Affect: *106* Tukeys HSD = .076

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	8	9	6	2	4	5	7
Means:	.6	.6	.5	.4	.5	.6	.6	.5	.5
Country x Age	10<14 .6 .6	10>14 .7 .6	10<14 .4 .5	10<14 .4 .4	10>14 .6 .5	10=14 .6 .6	10>14 .6 .5	10>14 .6 .5	10<14 .5 .5
Country x SES	L<M .6 .6	L>M .7 .6	L>M .5 .5	L>M .4 .4	L>M .5 .5	L>M .6 .6	L<M .5 .6	L<M .5 .6	L>M .5 .5
Country x Sex	M>F .6 .6	M<F .6 .7	M<F .4 .5	M>F .4 .4	M<F .5 .5	M<F .6 .7	M<F .5 .6	M<F .5 .6	M<F .5 .5

Age

SES

Age x SES

SES x Sex

Age x Sex

Sex M<F .5 .6

Sentence Completion Aggression -- Positive Affect: *107* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	6	2	4	5	9	1	3
Means:	.0	.0	.0	.0	.0	.0	.0	.0	.0
Country x Age	10=14 .0 .0	10=14 .0 .0	10=14 .0 .0	10=14 .0 .0	10=14 .0 .0	10=14 .0 .0	10=14 .0 .0	10<14 .0 .0	10=14 .0 .0
Country x SES	L=M .0 .0	L=M .0 .0	L=M .0 .0	L=M .0 .0	L=M .0 .0	L=M .0 .0	L=M .0 .0	L<M .0 .0	L=M .0 .0
Country x Sex	M=F .0 .0	M=F .0 .0	M=F .0 .0	M=F .0 .0	M=F .0 .0	M=F .0 .0	M=F .0 .0	M<F .0 .0	M=F .0 .0

Age

SES

Age x SES

SES x Sex

Age x Sex 10M>10F .0 .0 14M<14F .0 .0

Sex

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion -- Mean Attitude: *108* Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	8	9	2	6	5	3	7
Means:	2.3	2.5	2.1	2.0	2.3	2.3	2.3	2.3	2.1
Country x Age	10>14 2.4 2.1	10>14 2.5 2.4	10>14 2.1 2.0	10>14 2.0 1.9	10>14 2.4 2.2	10>14 2.3 2.2	10>14 2.4 2.2	10>14 2.4 2.2	10>14 2.2 2.1
Country x SES	L>M 2.4 2.2	L<M 2.5 2.5	L<M 2.1 2.1	L<M 2.0 1.9	L>M 2.3 2.3	L>M 2.3 2.3	L<M 2.3 2.3	L<M 2.3 2.3	L<M 2.1 2.1
Country x Sex	M>F 2.3 2.3	M<F 2.5 2.5	M<F 2.0 2.1	M<F 1.9 2.0	M>F 2.3 2.3	M>F 2.3 2.3	M<F 2.2 2.3	M<F 2.3 2.3	M<F 2.1 2.1
Age	10>14 2.3 2.2				SES	UL>UM 2.2 2.2			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 2.2 2.2			

Sentence Completion -- Mean Stance: *109* Tukeys HSD = .116

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	2	8	3	5	6	4	7	1
Means:	2.9	3.4	3.1	3.3	3.2	3.2	3.2	3.2	3.4
Country x Age	10<14 2.9 3.0	10<14 3.3 3.4	10<14 3.0 3.2	10<14 3.1 3.4	10<14 3.2 3.3	10<14 3.0 3.4	10<14 3.2 3.3	10<14 3.1 3.2	10<14 3.4 3.4
Country x SES	L<M 2.9 3.0	L<M 3.2 3.5	L<M 3.0 3.1	L>M 3.3 3.2	L<M 3.2 3.2	L<M 3.2 3.2	L>M 3.2 3.2	L<M 3.1 3.2	L<M 3.4 3.4
Country x Sex	M>F 3.0 2.9	M>F 3.4 3.3	M>F 3.1 3.0	M>F 3.2 3.1	M>F 3.3 3.2	M<F 3.2 3.2	M>F 3.3 3.2	M>F 3.2 3.1	M>F 3.4 3.4
Age	10<14 3.1 3.3				SES	UL<UM 3.2 3.2			
Age x SES					SES x Sex				
Age x Sex	10M>10F 3.1 3.1	14M>14F 3.3 3.2			Sex	M>F 3.2 3.2			

Sentence Completion -- Mean Engagement: *110* Tukeys HSD = .076

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	1	8	7	4	2	6	5	3
Means:	2.0	2.2	2.0	2.1	2.1	2.2	2.1	2.1	2.1
Country x Age	10<14 2.0 2.0	10>14 2.3 2.2	10>14 2.1 2.0	10<14 2.0 2.1	10>14 2.2 2.1	10<14 2.1 2.3	10>14 2.1 2.0	10>14 2.1 2.1	10<14 2.0 2.1
Country x SES	L>M 2.0 1.9	L<M 2.2 2.3	L<M 2.0 2.1	L>M 2.1 2.0	L<M 2.1 2.2	L<M 2.2 2.2	L<M 2.1 2.1	L>M 2.1 2.1	L<M 2.1 2.2
Country x Sex	M>F 2.0 2.0	M=F 2.2 2.2	M<F 2.0 2.1	M<F 2.0 2.1	M<F 2.1 2.2	M<F 2.1 2.2	M<F 2.0 2.1	M<F 2.1 2.1	M<F 2.1 2.2
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M<10F 2.1 2.2	14M<14F 2.1 2.1			Sex	M<F 2.1 2.1			

Sentence Completion -- Mean Aid/Advice: *111* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	9	1	8	7	4	3	5	6	2
Means:	.6	.8	.6	.6	.7	.7	.7	.7	.7
Country x Sex	10<14 .6 .7	10<14 .7 .8	10<14 .6 .6	10<14 .6 .7	10>14 .7 .7	10<14 .7 .8	10<14 .7 .7	10<14 .7 .7	10<14 .7 .7
Country x SES	L>M .6 .6	L<M .7 .8	L<M .6 .7	L>M .7 .6	L<M .7 .7	L<M .7 .7	L<M .7 .7	L<M .7 .7	L<M .7 .8
Country x Sex	M>F .6 .6	M>F .8 .8	M<F .6 .7	M<F .6 .7	M<F .7 .7	M<F .7 .8	M<F .7 .7	M<F .7 .7	M<F .7 .8
Age	10<14 .7 .7				SES	UL<UM .7 .7			
Age x SES					SES x Sex				
Age x Sex	10M<10F .6 .7	14M<14F .7 .7			Sex	M<F .7 .7			

FIGURE 5

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES -- SCALE III

Sentence Completion -- Mean Coping Effectiveness: *112* Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10<14 3.1 3.2	10<14 3.5 3.6	10<14 2.9 3.0	10<14 2.9 3.2	10<14 3.1 3.2	10<14 3.1 3.2	10>14 3.3 3.2	10<14 3.2 3.2	10<14 3.0 3.1
Country x SES	L>M 3.1 3.1	L<M 3.4 3.6	L<M 2.9 3.0	L>M 3.1 3.0	L<M 3.1 3.1	L<M 3.3 3.3	L<M 3.2 3.3	L>M 3.2 3.2	L<M 3.0 3.1
Country x Sex	M>F 3.2 3.1	M>F 3.5 3.5	M<F 2.9 3.0	M<F 3.0 3.1	M>F 3.1 3.1	M<F 3.3 3.4	M<F 3.2 3.3	M<F 3.2 3.3	M<F 3.0 3.1
Age	10<14 3.1 3.2				SES	UL<UM 3.2 3.2			
Age x SES					SES x Sex				
Age x Sex	10M<10F 3.1 3.2	14M<14F 3.2 3.2			Sex	M<F 3.2 3.2			

Sentence Completion -- Mean Hostile Affect: *113* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	3	2	4	9	6	5	1
Means:	.1	.1	.2	.2	.2	.1	.1	.2	.2
Country x Age	10<14 .1 .1	10<14 .1 .1	10>14 .2 .2	10>14 .2 .2	10<14 .2 .2	10>14 .1 .1	10<14 .1 .2	10<14 .1 .2	10>14 .2 .2
Country x SES	L<M .1 .1	L>M .1 .1	L>M .2 .2	L<M .2 .2	L<M .2 .2	L>M .1 .1	L>M .1 .1	L<M .1 .2	L<M .2 .2
Country x Sex	M>F .1 .1	M>F .1 .1	M>F .2 .2	M>F .2 .2	M>F .2 .2	M>F .1 .1	M>F .2 .1	M>F .2 .1	M>F .2 .2
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M>F .2 .1			

Sentence Completion -- Mean Depressive Affect: *114* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	7	9	3	8	6	4	5
Means:	.2	.1	.1	.1	.1	.1	.1	.1	.1
Country x Age	10>14 .2 .1	10>14 .2 .1	10>14 .1 .1	10>14 .1 .0	10>14 .1 .1	10>14 .1 .1	10>14 .1 .1	10>14 .1 .1	10<14 .1 .1
Country x SES	L>M .2 .1	L>M .2 .1	L>M .1 .1	L<M .1 .1	L<M .1 .1	L>M .1 .1	L<M .1 .1	L>M .1 .1	L<M .1 .1
Country x Sex	M<F .1 .2	M<F .1 .2	M<F .1 .1	M<F .1 .1	M<F .1 .2	M<F .1 .1	M<F .1 .1	M<F .1 .1	M<F .1 .1
Age	10>14 .1 .1				SES	UL>UM .1 .1			
Age x SES					SES x Sex				
Age x Sex	10M<10F .1 .1	14M=14F .1 .1			Sex	M<F .1 .1			

Sentence Completion -- Mean Neutral Affect: *115* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	8	6	7	1	2	5	9
Means:	.7	.7	.7	.7	.7	.8	.7	.7	.7
Country x Age	10<14 .7 .7	10<14 .7 .7	10<14 .7 .7	10<14 .7 .7	10<14 .7 .7	10<14 .8 .8	10>14 .8 .7	10>14 .7 .7	10<14 .7 .7
Country x SES	L<M .7 .7	L<M .7 .8	L<M .7 .7	L>M .7 .7	L>M .7 .7	L<M .8 .8	L>M .7 .7	L>M .7 .7	L>M .7 .7
Country x Sex	M>F .7 .7	M>F .7 .7	M<F .7 .7	M>F .7 .7	M>F .7 .7	M<F .8 .8	M=F .7 .7	M<F .7 .7	M>F .7 .7
Age	10<14 .7 .7				SES				
Age x SES					SES x Sex				
Age x Sex	10M<10F .7 .7	14M>14F .7 .7			Sex	M>F .7 .7			

INTERCOUNTRY COMPARISON, COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - NEWS III

Sentence Completion -- Mean Positive Affect: *116* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	8	3	2	5	7	4	1	9
Means:	.0	.0	.0	.0	.0	.0	.0	.0	.0
Country x Age	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0	10<14 .0 .0
Country x SES	L>M .0 .0	L<M .0 .0	L<M .0 .0	L<M .0 .0	L<M .0 .0	L=M .0 .0	L>M .0 .0	L<M .0 .0	L=M .0 .0
Country x Sex	M=F .0 .0	M>F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M<F .0 .0	M=F .0 .0	M=F .0 .0	M>F .0 .0
Age	10<14 .0 .0				SES	UL<UM .0 .0			
Age x SES	10L>10M .0 .0	14L<14M .0 .0			SES x Sex				
Age x Sex	10M>10F .0 .0	14M<14F .0 .0			Sex				

Sentence Completion -- Self-Concept: *117* Tukeys HSD = .145

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	1	4	9	6	8	3	2	7
Means:	2.4	2.6	2.4	1.9	2.2	2.0	2.4	2.4	2.1
Country x Age	10>14 2.4 2.3	10>14 2.7 2.5	10>14 2.6 2.2	10>14 2.0 1.8	10>14 2.3 2.1	10>14 2.1 2.0	10>14 2.6 2.3	10>14 2.6 2.3	10>14 2.2 2.0
Country x SES	L>M 2.4 2.3	L<M 2.6 2.6	L>M 2.4 2.3	L>M 1.9 1.9	L<M 2.2 2.3	L<M 2.0 2.1	L<M 2.4 2.5	L<M 2.4 2.5	L>M 2.2 2.0
Country x Sex	M>F 2.4 2.3	M>F 2.6 2.6	M<F 2.4 2.4	M>F 2.0 1.9	M>F 2.3 2.1	M<F 1.9 2.1	M<F 2.4 2.4	M>F 2.5 2.4	M>F 2.2 2.0
Age	10>14 2.4 2.2				SES				
Age x SES	10L<10M 2.3 2.4	14L>14M 2.2 2.1			SES x Sex				
Age x Sex					Sex	M>F 2.3 2.2			

Sentence Completion -- Parent/Child Interaction: *118* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	1	7	5	3	9	2	4	6
Means:	2.2	2.6	1.2	2.3	2.3	2.1	2.5	2.3	2.3
Country x Age	10>14 2.2 2.1	10>14 2.7 2.4	10<14 2.1 2.2	10>14 2.4 2.2	10>14 2.4 2.2	10>14 2.1 2.1	10<14 2.5 2.5	10>14 2.3 2.2	10>14 2.4 2.2
Country x SES	L>M 2.2 2.1	L>M 2.6 2.5	L<M 2.1 2.2	L>M 2.3 2.2	L<M 2.3 2.4	L>M 2.1 2.1	L>M 2.5 2.5	L>M 2.3 2.3	L<M 2.2 2.3
Country x Sex	M<F 2.1 2.2	M<F 2.5 2.6	M<F 2.1 2.2	M<F 2.2 2.3	M>F 2.4 2.3	M<F 2.1 2.1	M<F 2.4 2.5	M<F 2.3 2.3	M<F 2.2 2.3
Age	10>14 2.3 2.2				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M<F 2.3 2.3			

Sentence Completion -- Mother Interaction: *119* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	5	8	6	9	2	3	7
Means:	2.3	2.6	2.2	2.1	2.2	2.1	2.5	2.3	2.2
Country x Age	10>14 2.3 2.2	10>14 2.7 2.5	10>14 2.3 2.2	10>14 2.2 2.0	10>14 2.4 2.1	10>14 2.1 2.0	10>14 2.5 2.4	10>14 2.4 2.2	10>14 2.3 2.1
Country x SES	L>M 2.3 2.3	L>M 2.6 2.6	L<M 2.2 2.3	L>M 2.1 2.0	L<M 2.2 2.3	L<M 2.0 2.1	L<M 2.4 2.5	L<M 2.3 2.4	L>M 2.2 2.2
Country x Sex	M>F 2.3 2.3	M>F 2.6 2.6	M<F 2.2 2.3	M>F 2.1 2.0	M>F 2.3 2.1	M<F 2.0 2.1	M<F 2.4 2.5	M=F 2.3 2.3	M>F 2.2 2.2
Age	10>14 2.4 2.2				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Sentence Completion -- Father Interaction: *120* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	1	5	8	4	9	2	3	7
Means:	2.2	2.6	2.3	2.1	2.3	2.1	2.4	2.4	2.2
Country x Age	10>14 2.3 2.2	10>14 2.7 2.6	10>14 2.3 2.2	10>14 2.2 2.0	10>14 2.4 2.2	10>14 2.1 2.0	10>14 2.5 2.4	10>14 2.5 2.3	10>14 2.3 2.0
Country x SES	L>M 2.3 2.2	L>M 2.6 2.5	L>M 2.3 2.3	L>M 2.1 2.1	L<M 2.3 2.4	L<M 2.0 2.1	L<M 2.4 2.4	L<M 2.4 2.4	L>M 2.2 2.2
Country x Sex	M<F 2.2 2.2	M<F 2.5 2.6	M<F 2.2 2.3	M<F 2.1 2.1	M>F 2.4 2.2	M<F 2.0 2.1	M<F 2.4 2.5	M>F 2.4 2.4	M<F 2.1 2.1
Age	10>14 2.4 2.2				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Reality-Fantasy Discrepancy Score: *233* Tukeys HSD = .270

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	8	7	2	3	1		5	6
Means:	.0	-.0	-.0	.0	-.0	-.0		.0	-.0
Country x Age	10<14 .0 .0	10=14 -.0 -.0	10=14 -.0 -.0	10<14 -.0 .0	10>14 -.0 -.0	10>14 -.0 -.0		10>14 .0 -.0	10=14 -.0 -.0
Country x SES	L<M -.4 .4	L<M -.4 .4	L<M -.2 .2	L<M -.4 .4	L<M -.3 .3	L<M -.2 .2		L<M -.3 .3	L<M -.3 .3
Country x Sex	M>F .0 -.0	M>F .3 -.3	M<F -.1 .1	M<F -.0 .1	M<F -.0 .0	M>F .2 -.2		M<F -.1 .1	M<F -.1 .1
Age					SES	UL< UM -.3 .3			
Age x SES	10L< 10M -.2 .2	14L<14M -.4 .4			SES x Sex				
Age x Sex					Sex				

Story One -- Stance: *121* Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	6	2	3	4	7	9	5	1
Means:	1.6	1.7	1.8	1.8	1.7	1.6	1.4	1.7	1.9
Country x Age	10>14 1.7 1.5	10>14 1.7 1.7	10>14 1.8 1.8	10<14 1.8 1.9	10>14 1.8 1.7	10>14 1.7 1.6	10>14 1.5 1.3	10>14 1.7 1.7	10<14 1.8 1.9
Country x SES	L<M 1.6 1.7	L>M 1.8 1.6	L=M 1.8 1.8	L>M 1.8 1.8	L<M 1.7 1.7	L>M 1.7 1.6	L>M 1.4 1.3	L>M 1.8 1.6	L<M 1.8 1.9
Country x Sex	M>F 1.7 1.6	M>F 1.7 1.7	M<F 1.8 1.9	M<F 1.8 1.8	M>F 1.7 1.7	M<F 1.6 1.7	M<F 1.3 1.5	M>F 1.7 1.7	M<F 1.8 1.9
Age	10>14 1.7 1.7				SES	UL>UM 1.7 1.7			
Age x SES					SES x Sex				
Age x Sex					Sex				

Story One -- Engagement: *122* Tukeys HSD = .170

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	9	3	5	6	4	8	7
Means:	1.5	1.6	1.2	1.4	1.4	1.4	1.4	1.2	1.3
Country x Age	10>14 1.7 1.3	10>14 1.7 1.5	10>14 1.3 1.0	10>14 1.5 1.3	10<14 1.3 1.4	10>14 1.4 1.3	10>14 1.4 1.4	10>14 1.4 1.0	10<14 1.3 1.3
Country x SES	L>M 1.5 1.4	L>M 1.8 1.5	L>M 1.3 1.1	L>M 1.5 1.3	L<M 1.4 1.4	L<M 1.4 1.3	L>M 1.4 1.4	L<M 1.2 1.2	L>M 1.4 1.2
Country x Sex	M>F 1.5 1.5	M>F 1.7 1.6	M<F 1.1 1.2	M>F 1.5 1.3	M>F 1.5 1.2	M<F 1.3 1.4	M<F 1.3 1.4	M>F 1.2 1.2	M>F 1.3 1.3
Age	10>14 1.5 1.3				SES	UL>UM 1.4 1.3			
Age x SES	10L>10M 1.5 1.4	14L>14M 1.4 1.2			SES x Sex	LM<LF 1.4 1.4	MM>MF 1.4 1.3		
Age x Sex					Sex				

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story One -- Initiation: *123* Tukeys HSD = .270

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	7	3	5	4	8	9	6
Means:	2.5	2.6	2.1	2.3	2.3	2.3	2.1	2.0	2.3
Country x Age	10>14 2.6 2.3	10>14 2.6 2.5	10>14 2.3 2.0	10>14 2.4 2.2	10<14 2.2 2.5	10<14 2.3 2.3	10<14 2.0 2.1	10>14 2.2 1.9	10<14 2.2 2.4
Country x SES	L<M 2.5 2.5	L>M 2.7 2.4	L>M 2.2 2.1	L>M 2.4 2.3	L<M 2.3 2.4	L<M 2.3 2.4	L=M 2.1 2.1	L<M 1.9 2.1	L>M 2.4 2.3
Country x Sex	M>F 2.5 2.4	M>F 2.7 2.5	M<F 2.0 2.3	M>F 2.5 2.2	M>F 2.4 2.3	M<F 2.3 2.4	M<F 2.0 2.1	M>F 2.1 2.0	M<F 2.3 2.4
Age					SES				
Age x SES					SES x Sex	LM<LF 2.3 2.3	MM>MF 2.3 2.2		
Age x Sex					Sex				

Story One -- Aid/Advice: *124* Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	7	5	6	3	8	9	4
Means:	1.6	1.7	1.4	1.5	1.4	1.5	1.4	1.2	1.5
Country x Age	10>14 1.7 1.5	10>14 1.7 1.6	10>14 1.5 1.3	10>14 1.6 1.4	10<14 1.3 1.5	10>14 1.5 1.5	10<14 1.4 1.4	10>14 1.3 1.2	10<14 1.4 1.6
Country x SES	L<M 1.6 1.6	L>M 1.8 1.6	L>M 1.4 1.3	L>M 1.5 1.4	L<M 1.4 1.4	L<M 1.5 1.6	L>M 1.4 1.4	L<M 1.2 1.3	L>M 1.5 1.5
Country x Sex	M>F 1.7 1.6	M>F 1.7 1.6	M<F 1.3 1.4	M>F 1.6 1.4	M>F 1.5 1.3	M<F 1.5 1.5	M<F 1.3 1.4	M>F 1.3 1.2	M<F 1.5 1.5
Age					SES				
Age x SES					SES x Sex	LM<LF 1.5 1.5	MM>MF 1.5 1.4		
Age x Sex					Sex				

Story One -- Solver: *125* Tukeys HSD = .274

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	8	5	6	4	7	6	3
Means:	2.5	2.5	2.0	2.2	2.2	2.3	2.1	1.8	2.3
Country x Age	10>14 2.6 2.3	10>14 2.5 2.5	10>14 2.1 1.9	10>14 2.4 2.1	10<14 2.1 2.3	10>14 2.3 2.3	10<14 2.1 2.2	10>14 1.9 1.7	10<14 2.2 2.4
Country x SES	L<M 2.4 2.5	L>M 2.6 2.4	L>M 2.1 1.9	L>M 2.3 2.1	L<M 2.2 2.2	L<M 2.2 2.4	L>M 2.2 2.1	L<M 1.7 1.9	L>M 2.3 2.3
Country x Sex	M>F 2.5 2.4	M>F 2.5 2.5	M<F 1.9 2.1	M>F 2.4 2.1	M>F 2.2 2.1	M<F 2.2 2.4	M<F 2.1 2.2	M>F 1.9 1.7	M<F 2.2 2.4
Age					SES				
Age x SES					SES x Sex	LM<LF 2.2 2.3	MM>MF 2.3 2.2		
Age x Sex					Sex				

Story One -- Implementation: *126* Tukeys HSD = .274

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	8	3	6	5	7	9	4
Means:	2.5	2.4	2.1	2.3	2.2	2.3	2.1	1.8	2.3
Country x Age	10>14 2.6 2.3	10>14 2.4 2.4	10>14 2.2 1.9	10>14 2.4 2.2	10<14 2.0 2.3	10>14 2.3 2.3	10<14 2.1 2.1	10>14 1.9 1.7	10<14 2.2 2.4
Country x SES	L<M 2.4 2.5	L>M 2.5 2.3	L>M 2.2 2.0	L>M 2.4 2.3	L>M 2.2 2.1	L<M 2.2 2.4	L>M 2.1 2.1	L<M 1.7 1.9	L>M 2.3 2.3
Country x	M>F 2.6 2.4	M<F 2.4 2.4	M<F 1.9 2.2	M>F 2.5 2.2	M>F 2.2 2.1	M<F 2.2 2.4	M<F 2.C 2.2	M>F 1.9 1.8	M<F 2.3 2.4
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

TABLE 5

INTERCOUNTRY COMPARISONS: CONCEPT, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story One -- Outcome:

127 Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	7	1	5	2	8	9	6
Means:	2.4	2.5	2.3	2.5	2.4	2.5	2.4	2.1	2.4
Country x Age	10>14 2.5 2.3	10>14 2.5 2.5	10>14 2.4 2.2	10>14 2.6 2.5	10<14 2.3 2.5	10>14 2.5 2.5	10<14 2.2 2.3	10>14 2.2 2.0	10<14 2.3 2.4
Country x SES	L>M 2.5 2.4	L>M 2.6 2.4	L>M 2.4 2.2	L>M 2.6 2.5	L>M 2.4 2.4	L<M 2.5 2.5	L>M 2.3 2.2	L>M 2.0 2.1	L>M 2.4 2.3
Country x Sex	M>F 2.4 2.4	M>F 2.5 2.4	M<F 2.2 2.4	M>F 2.6 2.5	M>F 2.4 2.3	M<F 2.4 2.6	M<F 2.2 2.3	M>F 2.1 2.0	M<F 2.3 2.4
Age					SES	UL>UM 2.4 2.3			
Age x SES					SES x Sex	LM<LF 2.4 2.4	MM>MF 2.4 2.3		
Age x Sex	10M>10F 2.4 2.4	14M<14F 2.3 2.4			Sex				

Story One -- Evaluation of Outcome:

128 Tukeys HSD = .132

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	4	5	9	3	7	8	6
Means:	1.9	2.1	1.9	1.9	1.9	1.9	1.9	1.9	1.9
Country x Age	10<14 1.9 2.0	10>14 2.2 2.1	10>14 2.0 1.9	10>14 1.9 1.9	10>14 1.9 1.8	10>14 2.0 1.9	10>14 1.9 1.8	10>14 1.9 1.8	10<14 1.9 1.9
Country x SES	L>M 2.0 1.9	L>M 2.2 2.0	L>M 1.9 1.9	L>M 2.0 1.9	L>M 1.9 1.8	L>M 2.0 1.9	L>M 1.9 1.8	L>M 1.9 1.8	L<M 1.9 1.9
Country x Sex	M<F 1.9 2.0	M<F 2.1 2.1	M<F 1.8 2.0	M>F 1.9 1.9	M>F 1.9 1.8	M<F 1.9 2.0	M<F 1.8 1.9	M>F 1.9 1.9	M=F 1.9 1.9
Age					SES	UL>UM 2.0 1.9			
Age x SES	10L>10M 1.9 1.9	14L>14M 2.0 1.9			SES x Sex				
Age x Sex					Sex	M<F 1.9 1.9			

Story One -- Coping Effectiveness:

129 Tukeys HSD = 1.534

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10>14 22.8 20.8	10>14 22.8 22.2	10>14 18.2 16.4	10>14 19.7 18.8	10<14 18.0 19.9	10>14 21.4 20.9	10>14 19.7 19.6	10>14 19.6 17.7	10<14 9.6 10.1
Country x SES	L>M 21.9 21.8	L>M 23.5 21.5	L>M 17.7 16.9	L>M 19.7 18.9	L>M 19.0 19.0	L<M 20.9 21.4	L>M 19.9 19.4	L<M 18.3 19.0	L>M 9.9 9.8
Country x Sex	M>F 22.2 21.5	M>F 22.9 22.2	M<F 16.6 18.0	M>F 19.9 18.6	M>F 19.4 18.5	M<F 20.6 21.7	M<F 19.0 20.3	M>F 19.0 18.3	M<F 9.7 10.0
Age	10>14 19.1 18.5				SES				
Age x SES					SES x Sex	LM<LF 18.8 19.2	MM>MF 18.9 18.4		
Age x Sex					Sex				

Story One -- Response Length:

130 Tukeys HSD = 4.779

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	3	1	5	6	9	4	2	8
Means:	50.4	64.6	79.8	61.9	59.1	47.7	63.0	65.8	48.6
Country x Age	10<14 43.0 57.9	10<14 59.5 69.6	10<14 62.0 97.6	10<14 55.0 68.8	10<14 53.5 64.6	10<14 42.4 53.0	10<14 59.6 66.4	10<14 57.4 74.2	10<14 48.4 48.9
Country x SES	L>M 51.2 49.7	L<M 56.1 73.0	L<M 75.1 84.5	L<M 59.7 64.1	L<M 54.7 63.4	L<M 45.1 50.4	L<M 59.5 66.5	L<M 65.5 66.2	L<M 42.3 55.0
Country x Sex	M<F 44.2 56.6	M<F 63.5 65.7	M<F 72.3 87.3	M<F 59.4 64.4	M<F 52.2 66.0	M<F 44.8 50.6	M<F 59.5 66.4	M<F 61.1 70.6	M<F 46.9 50.3
Age	10<14 53.4 66.8				SES	UL<UM 56.6 63.6			
Age x SES	10L<10M 51.2 55.7	14L<14M 62.0 71.6			SES x Sex				
Age x Sex	10M<10F 50.2 56.7	14M<14F 61.8 71.8			Sex	M<F 58.0 64.2			

FIGURE 5

INTERCOUNTRY COMPARISONS, COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story One -- Positive Affect Hero: *131* Tukeys HSD = .076

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	2	5	1	8	9	7	6
Means:	.1	.2	.2	.1	.2	.1	.1	.1	.1
Country x Age	10<14 .1 .2	10>14 .2 .2	10<14 .1 .2	10<14 .1 .2	10<14 .2 .3	10<14 .1 .1	10>14 .1 .1	10>14 .1 .1	10<14 .1 .2
Country x SES	L>M .2 .1	L>M .2 .1	L>M .2 .2	L<M .1 .2	L<M .2 .3	L<M .1 .1	L>M .1 .1	L>M .1 .1	L<M .1 .2
Country x Sex	M>F .2 .1	M<F .1 .2	M<F .1 .2	M<F .1 .1	M<F .2 .3	M<F .1 .1	M>F .1 .1	M>F .1 .1	M<F .1 .2
Age	10<14 .1 .2				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .1 .2			

Story One -- Negative Affect Hero: *132* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	8	1	4	3	9	7	5	2
Means:	.2	.1	.4	.3	.3	.1	.2	.2	.4
Country x Age	10>14 .2 .2	10<14 .1 .2	10<14 .4 .4	10<14 .2 .3	10<14 .3 .4	10>14 .1 .1	10<14 .2 .2	10>14 .2 .2	10>14 .4 .4
Country x SES	L<M .2 .3	L<M .1 .2	L<M .4 .5	L<M .2 .3	L<M .3 .4	L>M .1 .1	L<M .2 .2	L<M .2 .3	I<M .3 .6
Country x Sex	M<F .2 .3	M<F .1 .1	M<F .3 .5	M<F .3 .3	M<F .3 .4	M<F .1 .1	M<F .2 .2	M<F .2 .2	M>F .4 .4
Age					SES	UL<UM .2 .3			
Age x SES	10L<10M .2 .3	14L<14M .2 .3			SES x Sex				
Age x Sex					Sex	M<F .2 .3			

Story One Total Affect -- Hero and Others: *133* Tukeys HSD = .164

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	1	4	2	9	8	5	3
Means:	.4	.5	.8	.6	.6	.3	.3	.5	.6
Country x Age	10<14 .3 .4	10<14 .4 .5	10<14 .6 .9	10<14 .5 .6	10<14 .5 .7	10>14 .3 .3	10>14 .4 .3	10>14 5 .4	10<14 .6 .6
Country x SES	L>M .4 .4	L<M .4 .5	L<M .7 .8	L<M .4 .7	L<M .5 .7	L>M .3 .3	L<M .3 .4	L<M .4 .5	L<M .4 .8
Country x Sex	M<F .4 .4	M<F .4 .5	M<F .6 .9	M>F .6 .5	M<F .5 .7	M<F .3 .3	M<F .3 .4	M<F .4 .5	M<F .6 .6
Age	10<14 .5 .5				SES	UL<UM .4 .6			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .4 .5			

Story One -- Instrumentality: *134* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	1	8	3	2	7	9	5	6
Means:	.8	.9	.8	.8	.9	.8	.8	.8	.8
Country x Age	10>14 .9 .8	10>14 .9 .9	10>14 .8 .7	10>14 .9 .8	10<14 .8 .9	10>14 .8 .8	10>14 .8 .8	10>14 .9 .8	10<14 .8 .9
Country x SES	L>M .8 .8	L>M 1.0 .9	L>M .8 .8	L<M .8 .8	L<M .8 .9	L<M .8 .8	L<M .8 .8	L<M .8 .9	L>M .8 .8
Country x Sex	M>F .9 .8	M>F 1.0 .9	M<F .7 .8	M>F .9 .8	M>F .9 .9	M<F .8 .8	M<F .7 .8	M>F .9 .8	M<F .8 .9
Age					SES				
Age x SES					SES x Sex	LM<LF .8 .8	MM>MF .9 .8		
Age x Sex	10M>10F .9 .8	14M<14F .8 .8			Sex				

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Two -- Shame:

135 Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	4	3	2	6	1	9	8	7
Means:	1.9	1.9	2.0	2.0	1.9	2.0	1.9	1.9	1.9
Country x Age	10 > 14 2.0 1.9	10 > 14 2.0 1.9	10 < 14 2.0 2.0	10 > 14 2.0 2.0	10 > 14 1.9 1.9	10 < 14 2.0 2.0	10 > 14 1.9 1.8	10 > 14 2.0 1.9	10 > 14 2.0 1.9
Country x SES	L > M 2.0 1.9	L < M 1.9 2.0	L < M 2.0 2.0	L > M 2.0 2.0	L > M 1.9 1.9	L > M 2.0 2.0	L > M 1.9 1.9	L > M 1.9 1.9	L > M 1.9 1.9
Country x Sex	M > F 1.9 1.9	M > F 2.0 1.9	M > F 2.0 2.0	M > F 2.0 2.0	M < F 1.9 1.9	M > F 2.0 2.0	M > F 1.9 1.8	M > F 1.9 1.9	M > F 1.9 1.9

Age: 10 > 14 (2.0 1.9)

SES

Age x SES

SES x Sex

Age x Sex

Sex: M > F (1.9 1.9)

Story Two -- Engagement:

136 Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	2	4	5	7	6	8	3	9
Means:	1.9	1.9	1.8	1.8	1.7	1.8	1.7	1.8	1.6
Country x Age	10 > 14 2.0 1.9	10 > 14 1.9 1.9	10 > 14 1.8 1.7	10 > 14 1.9 1.7	10 > 14 1.8 1.6	10 > 14 1.8 1.7	10 > 14 1.7 1.7	10 > 14 1.9 1.7	10 > 14 1.7 1.5
Country x SES	L > M 2.0 1.9	L < M 1.9 1.9	L > M 1.9 1.7	L > M 1.8 1.8	L > M 1.8 1.7	L > M 1.8 1.8	L < M 1.6 1.7	L > M 1.8 1.8	L > M 1.7 1.5
Country x Sex	M > F 1.9 1.9	M > F 1.9 1.9	M > F 1.9 1.7	M < F 1.8 1.8	M < F 1.7 1.7	M < F 1.8 1.8	M < F 1.7 1.7	M > F 1.9 1.8	M < F 1.6 1.6

Age: 10 > 14 (1.8 1.7)

SES: UL > UM (1.8 1.8)

Age x SES: 10L < 10M (1.8 1.9); 14L > 14M (1.8 1.7)

SES x Sex

Age x Sex

Sex

Story Two Initiation:

137 Tukeys HSD = .170

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	3	6	2	4	9	8	7
Means:	2.9	2.6	2.7	2.6	2.7	2.7	2.4	2.5	2.6
Country x Age	10 > 14 2.9 2.8	10 > 14 2.6 2.6	10 > 14 2.8 2.6	10 > 14 2.7 2.5	10 > 14 2.9 2.6	10 > 14 2.7 2.6	10 < 14 2.3 2.5	10 > 14 2.7 2.4	10 > 14 2.7 2.5
Country x SES	L > M 2.9 2.8	L < M 2.5 2.8	L > M 2.8 2.6	L > M 2.6 2.6	L > M 2.7 2.7	L < M 2.7 2.7	L < M 2.3 2.5	L > M 2.6 2.5	L > M 2.7 .24
Country x Sex	M > F 2.9 2.9	M > F 2.7 2.6	M > F 2.8 2.6	M > F 2.6 2.6	M < F 2.7 2.8	M > F 2.7 2.7	M < F 2.4 2.4	M > F 2.6 2.4	M < F 2.6 2.6

Age: 10 > 14 (2.7 2.6)

SES

Age x SES

SES x Sex

Age x Sex

Sex: M > F (2.7 2.6)

Story Two -- Aid/Advice:

138 Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	1	8	2	4	6	9	7	5
Means:	1.9	1.9	1.8	1.9	1.9	1.8	1.8	1.8	1.8
Country x Age	10 > 14 1.9 1.8	10 > 14 1.9 1.9	10 > 14 1.8 1.7	10 > 14 1.9 1.9	10 < 14 1.8 1.9	10 > 14 1.8 1.8	10 < 14 1.7 1.8	10 > 14 1.8 1.7	10 > 14 1.9 1.8
Country x SES	L > M 1.9 1.9	L < M 1.9 1.9	L > M 1.8 1.7	L < M 1.9 1.9	L > M 1.9 1.8	L < M 1.8 1.8	L < M 1.7 1.8	L < M 1.8 1.8	L > M 1.9 1.8
Country x Sex	M > F 1.9 1.8	M > F 1.9 1.9	M > F 1.8 1.7	M > F 1.9 1.9	M < F 1.8 1.9	M > F 1.8 1.8	M < F 1.7 1.8	M = F 1.8 1.8	M > F 1.8 1.8

Age: 10 > 14 (1.8 1.8)

SES

Age x SES: 10L < 10M (1.8 1.9); 14L > 14M (1.8 1.8)

SES x Sex

Age x Sex: 10M < 10F (1.8 1.8); 14M > 14F (1.8 1.8)

Sex

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Two -- Solver:

139 Tukeys HSD = .206

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	8	6	3	2	7	9	4
Means:	2.8	2.3	1.9	2.3	2.5	2.6	2.2	2.9	2.4
Country x Age	10 > 14 2.9 2.7	10 > 14 2.4 2.3	10 > 14 2.1 1.8	10 > 14 2.5 2.1	10 > 14 2.7 2.3	10 > 14 2.7 2.5	10 < 14 1.9 2.4	10 < 14 1.8 1.9	10 > 14 2.6 2.3
Country x SES	L < M 2.8 2.8	L < M 2.2 2.5	L > M 2.0 1.9	L > M 2.3 2.3	L > M 2.6 2.4	L < M 2.6 2.6	L < M 2.1 2.3	L > M 1.9 1.8	L > M 2.5 2.4
Country x Sex	M < F 2.8 2.8	M > F 2.4 2.3	M < F 1.9 2.0	M > F 2.3 2.3	M < F 2.5 2.5	M > F 2.7 2.6	M > F 2.2 2.2	M > F 1.9 1.9	M > F 2.4 2.4
Age	10 > 14 2.4 2.3				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Two -- Implementation:

140 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	9	6	7	5	4	8	2
Means:	2.8	2.1	1.6	1.8	1.8	2.0	2.0	1.7	2.3
Country x Age	10 > 14 2.8 2.8	10 < 14 2.1 2.1	10 > 14 1.6 1.6	10 > 14 1.9 1.8	10 > 14 1.9 1.8	10 < 14 2.0 2.0	10 < 14 1.8 2.3	10 < 14 1.6 1.7	10 > 14 2.4 2.1
Country x SES	L < M 2.8 2.8	L < M 2.0 2.1	L > M 1.6 1.5	L < M 1.8 1.9	L > M 1.9 1.8	L > M 2.0 2.0	L < M 1.9 2.1	L > M 1.7 1.7	L > M 2.4 2.2
Country x Sex	M > F 2.8 2.8	M > F 2.1 2.0	M < F 1.5 1.6	M < F 1.8 1.9	M < F 1.8 1.9	M > F 2.0 2.0	M = F 2.0 2.0	M < F 1.6 1.7	M > F 2.3 2.2
Age					SES				
Age x SES	10L < 10M 2.0 2.0	14L > 14M 2.0 2.0			SES x Sex				
Age x Sex					Sex				

Story Two -- Outcome:

141 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	4	7	2	9	1	6	5	8
Means:	2.7	2.6	2.5	2.8	2.5	2.8	2.5	2.6	2.5
Country x Age	10 > 14 2.8 2.7	10 < 14 2.6 2.6	10 > 14 2.5 2.4	10 > 14 2.8 2.7	10 < 14 2.4 2.5	10 > 14 2.8 2.7	10 < 14 2.5 2.5	10 < 14 2.5 2.6	10 > 14 2.5 2.4
Country x SES	L > M 2.8 2.7	L > M 2.6 2.6	L > M 2.5 2.4	L < M 2.7 2.8	L > M 2.5 2.4	L > M 2.8 2.7	L < M 2.5 2.6	L < M 2.5 2.6	L > M 2.5 2.4
Country x Sex	M < F 2.7 2.8	M < F 2.6 2.6	M < F 2.4 2.5	M < F 2.7 2.8	M < F 2.4 2.5	M < F 2.7 2.8	M < F 2.5 2.6	M < F 2.5 2.6	M < F 2.4 2.5
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F 2.6 2.6	14M < 14F 2.5 2.6			Sex	M < F 2.6 2.6			

Story Evaluation of Outcome:

142 Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	4	8	1	5	2	6	7	9
Means:	2.5	2.4	2.1	2.7	2.4	2.7	2.4	2.4	2.1
Country x Age	10 < 14 2.5 2.5	10 < 14 2.4 2.5	10 < 14 2.1 2.1	10 < 14 2.7 2.7	10 < 14 2.3 2.6	10 < 14 2.7 2.7	10 > 14 2.4 2.4	10 > 14 2.4 2.3	10 < 14 2.1 2.1
Country x SES	L < M 2.5 2.5	L < M 2.4 2.5	L > M 2.2 2.1	L < M 2.7 2.7	L > M 2.4 2.4	L < M 2.7 2.7	L > M 2.5 2.3	L < M 2.3 2.4	L > M 2.1 2.1
Country x Sex	M < F 2.5 2.6	M < F 2.4 2.5	M < F 2.1 2.2	M < F 2.7 2.7	M < F 2.4 2.5	M < F 2.7 2.7	M < F 2.3 2.5	M < F 2.3 2.4	M < F 2.1 2.2
Age	10 < 14 2.4 2.4				SES				
Age x SES	10L < 10M 2.4 2.4	14L > 14M 2.5 2.4			SES x Sex				
Age x Sex	10M < 10F 2.4 2.4	14M < 14F 2.4 2.5			Sex	M < F 2.4 2.5			

Story Two -- Coping Effectiveness: *143* Tukeys HSD = .806

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 > 14 25.5 25.1	10 > 14 23.7 23.7	10 > 14 19.1 18.3	10 > 14 22.9 22.3	10 > 14 21.8 21.3	10 > 14 24.5 24.0	10 < 14 21.9 23.1	10 > 14 22.7 22.1	10 > 14 10.9 10.2
Country x SES	L > M 25.5 25.1	L < M 23.2 24.2	L > M 19.1 18.3	L < M 22.5 22.7	L > M 21.9 21.2	L > M 24.3 24.3	L < M 22.1 22.9	L > M 22.5 22.4	L > M 10.9 10.3
Country x Sex	M < F 25.3 25.3	M > F 23.8 23.6	M > F 18.8 18.6	M > F 22.6 22.6	M < F 21.2 21.9	M > F 24.3 24.3	M < F 22.3 22.7	M > F 22.5 22.3	M > F 10.6 10.6
Age	10 > 14 21.4 21.1				SES				
Age x SES	10L < 10M 21.3 21.6	14L > 14M 21.3 20.9			SES x Sex				
Age x Sex					Sex				

Story Two -- Response Length: *144* Tukeys HSD = 4.240

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	2	1	6	4	9	5	3	7
Means:	51.9	71.4	79.0	57.9	59.6	45.5	59.4	65.5	54.4
Country x Age	10 < 14 42.4 61.4	10 < 14 68.2 74.5	10 < 14 62.0 95.9	10 < 14 51.5 64.3	10 < 14 55.7 63.5	10 < 14 39.4 51.7	10 < 14 54.5 64.3	10 < 14 59.0 72.1	10 > 14 54.7 54.0
Country x SES	L < M 50.4 53.3	L < M 66.0 76.7	L < M 75.5 82.5	L < M 55.4 60.4	L < M 54.4 64.8	L < M 44.2 46.9	L < M 56.2 62.6	L > M 66.9 64.2	L < M 50.0 58.7
Country x Sex	M < F 47.3 56.5	M < F 71.1 71.7	M < F 72.3 85.7	M < F 54.7 61.1	M < F 54.7 64.5	M < F 42.0 49.1	M < F 55.3 63.4	M < F 61.0 70.1	M < F 51.1 57.6
Age	10 < 14 54.2 66.9				SES	UL < UM 57.7 63.4			
Age x SES	10L < 10M 52.3 56.1	14L << 14M 63.1 70.7			SES x Sex				
Age x Sex	10M < 10F 51.5 56.8	14M << 14F 61.7 72.0			Sex	M < F 56.6 64.4			

Story Two -- Positive Affect Hero: *145* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	7	6	1	8	9	4	5
Means:	.3	.3	.2	.2	.4	.2	.1	.3	.2
Country x Age	10 > 14 .4 .2	10 > 14 .3 .3	10 < 14 .2 .3	10 < 14 .2 .3	10 < 14 .3 .4	10 < 14 .2 .2	10 < 14 .1 .2	10 < 14 .2 .3	10 = 14 .2 .2
Country x SES	L > M .4 .2	L < M .3 .3	L > M .2 .2	L < M .2 .2	L > M .4 .4	L > M .2 .1	L < M .1 .1	L < M .3 .3	L < M .2 .3
Country x Sex	M < F .2 .4	M < F .3 .4	M < F .1 .3	M < F .2 .3	M < F .3 .4	M < F .2 .2	M < F .1 .2	M < F .2 .3	M < F .2 .3
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F .2 .3	14M << 14F .2 .3			Sex	M < F .2 .3			

Story Two -- Negative Affect Hero: *146* Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	8	6	7	2	9	4	3	1
Means:	.3	.2	.3	.3	.4	.1	.3	.3	.5
Country x Age	10 < 14 .3 .4	10 < 14 .2 .3	10 < 14 .2 .5	10 < 14 .2 .3	10 < 14 .4 .4	10 < 14 .1 .1	10 < 14 .3 .4	10 < 14 .3 .4	10 > 14 .5 .4
Country x SES	L < M .3 .4	L < M .2 .3	L < M .3 .4	L > M .3 .3	L < M .4 .5	L < M .1 .1	L < M .3 .4	L < M .3 .4	L < M .4 .6
Country x Sex	M < F .3 .4	M < F .2 .3	M < F .3 .4	M < F .2 .3	M < F .4 .5	M < F .1 .1	M < F .3 .4	M < F .3 .4	M > F .5 .4
Age	10 < 14 .3 .4				SES	UL < UM .3 .4			
Age x SES					SES x Sex				
Age x Sex					Sex	M < F .3 .3			

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Two Total Affect -- Hero and Others:

147 Tukeys HSD = .223

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	6	5	7	1	9	8	2	3
Means:	1.0	.8	.9	.8	1.0	.4	.7	1.0	1.0
Country x Age	10 < 14 .9 1.1	10 < 14 .8 .9	10 < 14 .6 1.1	10 < 14 .6 .9	10 < 14 1.0 1.1	10 < 14 .4 .4	10 < 14 .5 1.0	10 < 14 .9 1.1	10 > 14 1.1 .9
Country x SES	L > M 1.1 .9	L < M .7 .9	L < M .8 .9	L < M .7 .8	L > M 1.0 1.0	L > M .4 .4	L < M .7 .8	L < M .9 1.1	L < M .8 1.2
Country x Sex	M < F .8 1.1	M < F .7 1.0	M < F .7 1.0	M < F .6 .9	M < F 1.0 1.0	M > F .4 .4	M < F .7 .8	M < F .9 1.1	M < F .9 1.1
Age	10 < 14 .8 .9				SES	UL < UM .8 .9			
Age x SES					SES x Sex	UL < LF .8 .8	MM < MF .7 1.1		
Age x Sex	10M < 10F .7 .8	14M < 14F .8 1.1			Sex	M < F .7 .9			

Story Two -- Instrumentality:

148 Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	3	4	2	5	7	8	1	9
Means:	1.2	1.2	1.2	1.3	1.2	1.1	1.1	1.4	1.0
Country x Age	10 < 14 1.1 1.2	10 < 14 1.2 1.2	10 < 14 1.2 1.2	10 < 14 1.3 1.4	10 > 14 1.2 1.2	10 > 14 1.1 1.1	10 > 14 1.1 1.1	10 > 14 1.4 1.3	10 > 14 1.1 1.0
Country x SES	L < M 1.2 1.2	L < M 1.1 1.3	L > M 1.2 1.2	L > M 1.3 1.3	L < M 1.2 1.2	L > M 1.1 1.1	L < M 1.0 1.1	L > M 1.4 1.3	L > M 1.1 1.0
Country x Sex	M > F 1.2 1.1	M > F 1.2 1.2	M > F 1.3 1.1	M > F 1.4 1.3	M < F 1.2 1.2	M < F 1.1 1.1	M < F 1.1 1.1	M = F 1.4 1.4	M > F 1.1 1.0
Age	10 > 14 1.2 1.2				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Three -- Stance:

149 Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	4	5	8	7	1	6	9	2
Means:	1.8	1.8	1.8	1.8	1.8	1.9	1.8	1.8	1.9
Country x Age	10 < 14 1.8 1.9	10 < 14 1.8 1.9	10 < 14 1.8 1.8	10 < 14 1.7 1.8	10 < 14 1.8 1.8	10 < 14 1.9 1.9	10 > 14 1.8 1.8	10 > 14 1.8 1.8	10 < 14 1.9 1.9
Country x SES	L > M 1.9 1.8	L < M 1.8 1.9	L > M 1.8 1.8	L > M 1.8 1.7	L > M 1.8 1.8	L > M 1.9 1.8	L < M 1.8 1.8	L > M 1.8 1.7	L < M 1.9 1.9
Country x Sex	M < F 1.8 1.9	M > F 1.9 1.8	M > F 1.8 1.8	M < F 1.7 1.8	M < F 1.8 1.8	M < F 1.9 1.9	M > F 1.8 1.8	M > F 1.8 1.7	M > F 1.9 1.9
Age	10 < 14 1.8 1.8				SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Three -- Engagement:

150 Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	4	7	8	9	2	5	6	3
Means:	1.9	1.2	1.1	.9	.9	1.9	1.2	1.1	1.4
Country x Age	10 < 14 1.8 1.9	10 > 14 1.3 1.2	10 > 14 1.1 1.0	10 > 14 1.0 .9	10 < 14 .7 1.0	10 > 14 1.9 1.9	10 > 14 1.3 1.1	10 < 14 1.1 1.1	10 < 14 1.3 1.6
Country x SES	L > M 2.0 1.8	L < M 1.2 1.3	L < M 1.1 1.1	L > M 1.0 .9	L > M .9 .8	L > M 1.9 1.8	L < M 1.2 1.3	L < M 1.1 1.1	L > M 1.5 1.4
Country x Sex	M < F 1.9 1.9	M < F 1.2 1.3	M < F 1.1 1.1	M < F .8 1.1	M < F .8 .9	M < F 1.9 1.9	M < F 1.0 1.5	M < F 1.1 1.1	M < F 1.3 1.6
Age					SES				
Age x SES	10L < 10M 1.3 1.3	14L > 14M 1.4 1.3			SES x Sex	LM < LF 1.2 1.4	MM < MF 1.2 1.3		
Age x Sex					Sex	M < F 1.2 1.4			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Three -- Initiation: *151* Tukeys HSD = .270

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	6	8	9	1	5	7	3
Means:	2.7	2.0	1.7	1.5	1.4	2.9	1.9	1.6	2.2
Country x Age	10 < 14 2.7 2.7	10 > 14 2.0 2.0	10 > 14 1.7 1.7	10 > 14 1.5 1.4	10 < 14 1.1 1.7	10 < 14 2.9 2.9	10 > 14 2.1 1.6	10 < 14 1.6 1.7	10 < 14 2.0 2.4
Country x SES	L > M 2.9 2.6	L < M 1.9 2.1	L > M 1.7 1.7	L > M 1.6 1.3	L > M 1.4 1.4	L > M 3.0 2.9	L < M 1.8 1.9	L < M 1.6 1.6	L > M 2.2 2.2
Country x Sex	M > F 2.8 2.7	M < F 2.0 2.0	M < F 1.6 1.8	M < F 1.3 1.7	M < F 1.3 1.5	M > F 2.9 2.9	M < F 1.5 2.3	M > F 1.7 1.6	M < F 2.1 2.4
Age					SES				
Age x SES					SES x Sex	LM < LF 1.9 2.2	MM < MF 1.9 2.0		
Age x Sex					Sex	M < F 1.9 2.1			

Story Three -- Aid/Advice: *152* Tukeys HSD = .181

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	6	7	8	1	5	9	3
Means:	1.6	1.2	1.1	1.0	1.0	1.7	1.2	1.0	1.5
Country x Age	10 < 14 1.5 1.7	10 > 14 1.2 1.2	10 > 14 1.1 1.1	10 > 14 1.1 1.0	10 < 14 .8 1.2	10 < 14 1.7 1.7	10 > 14 1.2 1.1	10 < 14 1.0 1.0	10 < 14 1.4 1.6
Country x SES	L > M 1.6 1.5	L < M 1.2 1.3	L > M 1.1 1.0	L > M 1.1 1.0	L > M 1.1 1.0	L > M 1.7 1.7	L < M 1.1 1.2	L > M 1.0 .9	L > M 1.5 1.4
Country x Sex	M > F 1.6 1.6	M < F 1.2 1.2	M < F 1.0 1.1	M < F .9 1.2	M < F 1.0 1.0	M > F 1.7 1.7	M < F .9 1.4	M > F 1.0 1.0	M < F 1.4 1.6
Age	10 < 14 1.2 1.3				SES				
Age x SES	10L < 10M 1.2 1.2	14L > 14M 1.3 1.2			SES x Sex	LM < LF 1.2 1.4	MM < MF 1.2 1.3		
Age x Sex	10M < 10F 1.2 1.2	14M < 14F 1.2 1.4			Sex	M < F 1.2 1.3			

Story Three -- Solver: *153* Tukeys HSD = .252

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	3	6	9	4	1	8	7	5
Means:	2.3	1.8	1.0	.6	1.2	2.7	.6	.9	1.1
Country x Age	10 < 14 2.2 2.4	10 < 14 1.8 1.8	10 > 14 1.1 1.0	10 > 14 .6 .5	10 < 14 1.1 1.4	10 < 14 2.6 2.7	10 > 14 .8 .3	10 > 14 1.0 .9	10 < 14 1.0 1.3
Country x SES	L > M 2.4 2.3	L < M 1.6 1.9	L < M 1.0 1.1	L > M .6 .5	L > M 1.3 1.2	L > M 2.8 2.6	L < M .6 .6	L > M .9 .9	L < M 1.1 1.2
Country x Sex	M > F 2.3 2.3	M < F 1.8 1.8	M < F 1.0 1.1	M > F .6 .6	M < F 1.1 1.4	M > F 2.7 2.7	M < F .5 .8	M < F .9 1.0	M < F 1.0 1.3
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M < F 1.3 1.4			

Story Three -- Implementation: *154* Tukeys HSD = .232

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	3	6	9	4	1	8	7	5
Means:	2.4	1.7	1.0	.5	1.2	2.6	.5	.8	1.1
Country x Age	10 < 14 2.3 2.5	10 < 14 1.7 1.7	10 > 14 1.0 1.0	10 > 14 .5 .4	10 < 14 1.1 1.4	10 < 14 2.5 2.7	10 > 14 .7 .4	10 > 14 .8 .8	10 < 14 1.0 1.2
Country x SES	L > M 2.5 2.3	L < M 1.5 1.9	L < M 1.0 1.0	L > M .5 .4	L < M 1.2 1.3	L > M 2.7 2.6	L > M .6 .5	L > M .9 .8	L < M 1.1 1.1
Country x Sex	M > F 2.4 2.3	M < F 1.7 1.7	M < F 1.0 1.0	M < F .5 .5	M < F 1.1 1.4	M > F 2.7 2.6	M < F .4 .7	M < F .8 .9	M < F 1.0 1.2
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M < F			

FIGURE 5

INTERCULTURAL COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Three -- Outcome:

155 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	9	5	8	1	6	7	3
Means:	2.6	2.4	1.9	2.3	2.0	2.6	2.3	2.1	2.4
Country x Age	10 > 14 2.6 2.5	10 < 14 2.3 2.5	10 < 14 1.9 1.9	10 > 14 2.3 2.3	10 < 14 2.0 2.1	10 < 14 2.5 2.7	10 > 14 2.4 2.2	10 > 14 2.2 2.0	10 < 14 2.4 2.4
Country x SES	L > M 2.6 2.5	L < M 2.4 2.5	L > M 2.0 1.9	L < M 2.3 2.3	L < M 2.0 2.1	L > M 2.6 2.6	L > M 2.3 2.2	L > M 2.2 2.0	L > M 2.4 2.4
Country x Sex	M < F 2.5 2.6	M > F 2.4 2.4	M > F 1.9 1.9	M < F 2.3 2.3	M < F 1.9 2.2	M < F 2.6 2.6	M < F 2.2 2.3	M < F 2.1 2.2	M < F 2.4 2.5

Age — SES

Age x SES — SES x Sex

Age x Sex — Sex: M < F (2.3 2.3)

Story Three -- Evaluation of Outcome:

156 Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	9	7	6	1	4	8	5
Means:	2.2	2.2	2.0	2.0	2.0	2.3	2.0	2.0	2.0
Country x Age	10 < 14 2.1 2.3	10 > 14 2.3 2.1	10 > 14 2.0 1.9	10 > 14 2.1 1.9	10 < 14 2.0 2.1	10 < 14 2.2 2.4	10 > 14 2.1 2.0	10 > 14 2.1 1.9	10 < 14 2.0 2.1
Country x SES	L > M 2.3 2.1	L < M 2.2 2.3	L > M 2.0 1.9	L < M 2.0 2.0	L < M 2.0 2.1	L < M 2.3 2.4	L > M 2.1 2.0	L > M 2.0 2.0	L > M 2.1 2.0
Country x Sex	M < F 2.2 2.2	M > F 2.2 2.2	M < F 1.9 2.0	M < F 2.0 2.0	M < F 2.0 2.1	M < F 2.3 2.4	M < F 2.0 2.1	M > F 2.0 2.0	M < F 2.0 2.1

Age — SES

Age x SES — SES x Sex

Age x Sex — Sex: M < F (2.1 2.1)

Story Three -- Coping Effectiveness:

157 Tukeys HSD = 1.339

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 < 14 22.1 22.8	10 < 14 19.1 19.1	10 > 14 12.9 12.6	10 > 14 14.5 13.6	10 < 14 11.9 15.1	10 < 14 22.3 23.4	10 > 14 17.0 14.8	10 > 14 15.6 15.3	10 < 14 8.2 9.3
Country x SES	L > M 23.3 21.6	L < M 18.4 19.8	L > M 12.8 12.7	L > M 14.3 13.8	L > M 13.7 13.3	L > M 23.1 22.6	L < M 15.7 16.1	L > M 15.7 15.2	L < M 8.7 8.8
Country x Sex	M < F 22.4 22.5	M < F 19.0 19.2	M < F 12.5 13.0	M < F 13.4 14.7	M < F 12.6 14.3	M < F 22.7 23.0	M < F 14.1 17.6	M < F 15.3 15.6	M < F 8.4 9.1

Age — SES

Age x SES — SES x Sex

Age x Sex — Sex: M < F (15.6 16.6)

Story Three -- Response Length:

158 Tukeys HSD = 4.247

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	2	1	6	5	9	8	4	3
Means:	54.0	74.6	74.7	56.2	60.5	47.0	52.4	62.2	63.3
Country x Age	10 < 14 41.7 66.4	10 < 14 70.1 79.2	10 < 14 55.7 93.6	10 < 14 49.0 63.5	10 < 14 54.4 66.7	10 < 14 38.6 55.4	10 < 14 48.5 56.4	10 < 14 55.4 69.0	10 < 14 61.2 65.5
Country x SES	L > M 54.6 53.5	L < M 70.5 78.8	L < M 69.9 79.4	L < M 54.9 57.5	L < M 57.0 64.1	L < M 45.5 48.6	L < M 50.2 54.6	L > M 64.1 60.3	L < M 58.1 68.6
Country x Sex	M < F 48.5 59.6	M < F 73.9 75.4	M < F 67.5 81.8	M < F 53.0 59.4	M < F 53.1 68.0	M < F 43.7 50.4	M < F 48.3 56 6	M < F 57.2 67.2	M < F 56.6 70.0

Age: 10 < 14 (52.7 68.4) — SES: UL < UH (58.3 62.8)

Age x SES — SES x Sex

Age x Sex: 10M < 10F (49.3 56.1); 14M < 14F (62.2 74.6) — Sex: M < F (55.8 65.4)

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Three -- Positive Affect Hero: *159* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	6	7	2	4	9	3	8
Means:	.1	.1	.0	.0	.1	.1	.0	.1	.0
Country x Age	10 < 14 .1 .1	10 > 14 .1 .0	10 > 14 .1 .0	10 < 14 .0 .1	10 > 14 .1 .1	10 < 14 .1 .1	10 > 14 .0 .0	10 > 14 .1 .1	10 > 14 .1 .0
Country x SES	L > M .1 .1	L > M .1 .0	L < M .0 .1	L < M .0 .1	L < M .1 .1	L > M .1 .0	L < M .0 .0	L > M .1 .1	L < M .0 .1
Country x Sex	M < F .0 .1	M < F .0 .1	M < F .0 .1	M < F .0 .1	M < F .0 .1	M < F .1 .1	M < F .0 .0	M < F .1 .1	M > F .0 .0
Age	10 > 14 .1 .0				SES				
Age x SES	10L < 10M .1 .1	14L > 14M .1 .0			SES x Sex				
Age x Sex					Sex	M < F .0 .1			

Story Three -- Negative Affect Hero: *160* Tukeys HSD = .145

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	3	8	5	4	9	1	6	7
Means:	.7	.6	.3	.5	.5	.3	.9	.4	.4
Country x Age	10 < 14 .7 .7	10 < 14 .5 .6	10 < 14 .3 .4	10 < 14 .4 .5	10 > 14 .6 .5	10 > 14 .4 .2	10 < 14 .8 1.1	10 > 14 .4 .4	10 > 14 .4 .3
Country x SES	L < M .7 .8	L < M .6 .6	L < M .3 .4	L < M .4 .5	L > M .6 .5	L > M .4 .3	L > M 1.0 .9	L < M .3 .4	L < M .3 .4
Country x Sex	M > F .8 .7	M > F .6 .6	M < F .3 .4	M < F .4 .5	M > F .5 .5	M < F .3 .4	M > F 1.2 .7	M < F .3 .4	M > F .4 .4
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Three -- Total Affect Hero and Others: *161* Tukeys HSD = .236

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	7	4	5	9	1	6	8
Means:	1.4	1.4	.8	.9	.9	.6	1.7	.8	.7
Country x Age	10 < 14 1.3 1.4	10 < 14 1.3 1.4	10 < 14 .7 .8	10 < 14 .8 1.0	10 > 14 1.0 .8	10 > 14 .6 .6	10 < 14 1.6 1.9	10 > 14 .9 .8	10 > 14 .7 .6
Country x SES	L > M 1.4 1.3	L > M 1.4 1.4	L < M .8 .8	L < M .8 1.0	L > M 1.0 .8	L > M .6 .6	L > M 1.8 1.7	L < M .8 .9	L < M .6 .8
Country x Sex	M < F 1.3 1.4	M > F 1.4 1.3	M < F .6 .9	M < F .8 1.1	M > F .9 .9	M < F .6 .7	M > F 2.1 1.4	M < F .7 .9	M < F .7 .7
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 1.0 1.0	14M < 14F 1.0 1.1			Sex				

Story Three -- Instrumentality: *162* Tukeys HSD = .132

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	4	6	9	8	2	7	5	3
Means:	1.2	.9	.8	.6	.6	1.1	.7	.8	1.0
Country x Age	10 < 14 1.2 1.2	10 > 14 .9 .8	10 < 14 .8 .8	10 > 14 .6 .6	10 < 14 .5 .8	10 < 14 1.1 1.2	10 > 14 .9 .6	10 < 14 .7 .8	10 < 14 .9 1.1
Country x SES	L > M 1.3 1.1	L < M .8 .9	L > M .8 .7	L > M .6 .6	L > M .6 .6	L > M 1.1 1.1	L < M .7 .7	L > M .8 .7	L > M 1.0 1.0
Country x Sex	M > F 1.3 1.2	M < F .9 .9	M < F .8 .8	M < F .5 .7	M < F .6 .8	M = F 1.1 1.1	M < F .6 .9	M < F .7 .8	M < F .9 1.1
Age	10 < 14 .8 .9				SES				
Age x SES	10L < 10M .8 .8	14L > 14M .9 .8			SES x Sex				
Age x Sex					Sex	M < F .8 .9			

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Four -- Status: *163* Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	9	2	1	6	3	5	4	7
Means:	1.9	1.7	2.0	2.0	1.9	2.0	1.9	1.9	1.9
Country x Age	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14
	1.9 1.9	1.8 1.7	1.9 2.0	2.0 2.0	1.9 1.9	2.0 2.0	1.9 1.9	2.0 1.9	1.9 2.0
Country x SES	L > M	L < M	L > M	L < M	L < M	L < M	L < M	L < M	L > M
	1.9 1.9	1.7 1.7	2.0 1.9	2.0 2.0	1.9 1.9	2.0 2.0	1.9 1.9	1.9 2.0	1.9 1.9
Country x Sex	M > F	M > F	M > F	M < F	M < F	M < F	M < F	M < F	M > F
	1.9 1.9	1.8 1.7	2.0 2.0	2.0 2.0	1.9 1.9	1.9 2.0	1.9 1.9	1.9 2.0	1.9 1.9
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Four -- Engagement: *164* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	9	7	4	6	1	5	2	8
Means:	1.9	1.7	1.8	1.9	1.9	1.9	1.9	1.9	1.8
Country x Age	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14	10 > 14	10 < 14
	2.0 1.9	1.8 1.5	1.8 1.8	1.9 1.9	1.8 1.9	2.0 1.9	1.9 1.9	1.9 1.9	1.7 1.9
Country x SES	L > M	L > M	L > M	L > M	L < M	L > M	L < M	L < M	L > M
	1.9 1.9	1.7 1.6	1.9 1.8	1.9 1.9	1.8 1.9	1.9 1.9	1.9 1.9	1.9 1.9	1.8 1.8
Country x Sex	M > F	M > F	M > F	M > F	M > F	M < F	M > F	M < F	M > F
	1.9 1.9	1.7 1.6	1.9 1.8	1.9 1.9	1.9 1.8	1.9 2.0	1.9 1.9	1.9 1.9	1.8 1.8
Age	10 > 14				SES				
	1.9 1.8								
Age x SES					SES x Sex				
Age x Sex					Sex	M > F			
						1.9 1.8			

Story Four -- Initiation: *165* Tukeys HSD = .039

Country.	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	9	4	1	6	2	3	5	8
Means:	2.8	2.6	2.9	3.0	2.9	2.9	2.9	2.9	2.8
Country x Age	10 > 14	10 > 14	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14	10 < 14	10 < 14
	2.9 2.8	2.8 2.5	2.8 2.9	2.9 3.0	2.8 2.9	2.9 2.8	2.9 2.9	2.8 2.9	2.7 2.8
Country x SES	L > M	L > M	L > M	L > M	L < M	L > M	L < M	L < M	L > M
	2.9 2.8	2.6 2.6	2.9 2.8	3.0 2.9	2.8 2.9	2.9 2.9	2.8 2.9	2.8 2.9	2.8 2.8
Country x Sex	M > F	M > F	M > F	M > F	M > F	M < F	M < F	M < F	M > F
	2.9 2.8	2.7 2.6	2.9 2.8	3.0 2.9	2.9 2.8	2.9 2.9	2.9 2.9	2.9 2.9	2.8 2.8
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M > F			
						2.9 2.8			

Story Four -- Aid/Advice: *166* Tukeys HSD = .116

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	5	9	8	4	3	1	7	6
Means:	1.5	1.4	1.3	1.3	1.5	1.5	1.5	1.3	1.3
Country x Age	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14
	1.5 1.5	1.6 1.3	1.3 1.3	1.3 1.3	1.5 1.4	1.6 1.4	1.5 1.5	1.4 1.3	1.3 1.4
Country x SES	L < M	L > M	L > M	L > M	L < M	L > M	L > M	L < M	L > M
	1.5 1.6	1.5 1.4	1.3 1.2	1.4 1.3	1.5 1.5	1.5 1.5	1.5 1.5	1.3 1.3	1.4 1.3
Country x Sex	M < F	M > F	M > F	M > F	M > F	M < F	M > F	M > F	M < F
	1.5 1.5	1.4 1.4	1.3 1.2	1.3 1.3	1.5 1.4	1.5 1.5	1.6 1.5	1.3 1.3	1.3 1.4
Age	10 > 14				SES				
	1.4 1.4								
Age x SES					SES x Sex				
Age x Sex					Sex				

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Four -- Solver: *167* Tukeys HSD = .232

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	5	6	4	3	1	7	8	9
Means:	2.2	2.2	2.0	2.3	2.4	2.7	1.9	1.7	1.6
Country x Age	10 > 14 2.6 2.5	10 > 14 2.4 2.0	10 > 14 2.1 2.0	10 < 14 2.3 2.4	10 > 14 2.7 2.1	10 > 14 2.7 2.6	10 > 14 2.0 1.8	10 > 14 1.8 1.6	10 > 14 1.6 1.5
Country x SES	L < M 2.5 2.6	L < M 2.2 2.3	L < M 2.1 1.9	L < M 2.3 2.4	L < M 2.2 2.5	L > M 2.7 2.6	L < M 1.9 1.9	L < M 1.6 1.8	L < M 1.7 1.5
Country x Sex	M > F 2.6 2.5	M > F 2.3 2.2	M < F 2.0 2.0	M > F 2.4 2.2	M > F 2.4 2.4	M < F 2.6 2.7	M < F 1.9 1.9	M > F 1.7 1.6	M > F 1.6 1.6
Age	10 > 14 2.2 2.0				SES				
Age x SES					SES x Sex	LM > LF 2.2 2.1	MM < MF 2.1 2.2		
Age x Sex					Sex				

Story Four -- Implementation: *168* Tukeys HSD = .228

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	6	3	4	2	7	8	9
Means:	2.6	2.3	2.0	2.3	2.3	2.4	1.9	1.7	1.5
Country x Age	10 > 14 2.6 2.5	10 > 14 2.5 2.0	10 > 14 2.1 2.0	10 < 14 2.3 2.4	10 > 14 2.6 1.9	10 > 14 2.6 2.3	10 > 14 2.0 1.7	10 > 14 1.8 1.5	10 > 14 1.6 1.4
Country x SES	L < M 2.5 2.6	L < M 2.2 2.3	L > M 2.1 1.9	L < M 2.3 2.3	L < M 2.1 2.4	L > M 2.5 2.4	L > M 1.9 1.9	L < M 1.6 1.8	L > M 1.7 1.4
Country x Sex	M > F 2.6 2.6	M > F 2.3 2.2	M < F 2.0 2.1	M > F 2.4 2.2	M < F 2.2 2.3	M < F 2.3 2.6	M < F 1.8 1.9	M > F 1.7 1.6	M < F 1.4 1.6
Age	10 > 14 2.2 2.0				SES				
Age x SES					SES x Sex	LM > LF 2.2 2.0	MM < MF 2.0 2.2		
Age x Sex					Sex				

Story Form -- Outcome: *169* Tukeys HSD = .170

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	9	2	1	7	5	4	6	3
Means:	2.3	2.1	2.7	2.8	2.4	2.4	2.5	2.4	2.5
Country x Age	10 > 14 2.4 2.2	10 > 14 2.2 2.1	10 > 14 2.7 2.7	10 < 14 2.8 2.8	10 = 14 2.4 2.4	10 < 14 2.3 2.5	10 > 14 2.5 2.4	10 > 14 2.5 2.3	10 > 14 2.5 2.5
Country x SES	L < M 2.3 2.3	L < M 2.1 2.2	L > M 2.8 2.6	L < M 2.8 2.8	L > M 2.4 2.3	L < M 2.4 2.5	L < M 2.4 2.5	L < M 2.4 2.4	L > M 2.5 2.4
Country x Sex	M > F 2.4 2.2	M > F 2.3 2.0	M > F 2.7 2.7	M < F 2.8 2.8	M > F 2.4 2.3	M > F 2.5 2.4	M < F 2.4 2.5	M < F 2.4 2.4	M < F 2.5 2.5
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M > F 2.5 2.4			

Story Four -- Evaluation of Outcome: *170* Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	2	5	6	1	4	3	9
Means:	1.8	1.8	1.9	1.9	1.9	2.1	1.9	1.9	1.7
Country x Age	10 < 14 1.8 1.9	10 > 14 1.8 1.7	10 > 14 2.0 1.9	10 > 14 2.0 1.9	10 < 14 1.8 1.9	10 < 14 2.0 2.2	10 > 14 2.0 1.8	10 > 14 1.9 1.9	10 > 14 1.8 1.7
Country x SES	L < M 1.8 1.9	L > M 1.8 1.7	L < M 1.9 2.0	L < M 1.9 1.9	L < M 1.8 1.9	L < M 2.1 2.1	L < M 1.9 1.9	L > M 2.0 1.9	L < M 1.7 1.8
Country x Sex	M < F 1.8 1.9	M > F 1.8 1.8	M > F 2.0 1.9	M < F 1.9 1.9	M > F 1.9 1.8	M > F 2.1 2.0	M < F 1.9 2.0	M < F 1.8 2.0	M > F 1.8 1.7
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Four -- Coping Effectiveness: *171* Tukeys HSD = .854

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 > 14 23.2 22.6	10 > 14 22.3 20.0	10 > 14 19.5 19.3	10 < 14 21.6 21.8	10 > 14 21.9 20.5	10 > 14 23.6 23.6	10 > 14 22.5 21.5	10 > 14 22.4 21.6	10 < 14 10.1 10.5
Country x SES	L < M 22.8 23.0	L > M 23.2 21.1	L > M 19.9 18.9	L < M 21.5 21.7	L < M 20.8 21.5	L > M 23.6 23.6	L < M 21.7 22.3	L < M 21.6 22.4	L > M 10 4 10.2
Country x Sex	M > F 23.3 22.6	M > F 21.8 20.5	M > F 19.5 19.3	M > F 21.8 21.4	M > F 21.6 20.8	M < F 23.4 23.8	M < F 21.8 22.2	M < F 21.8 22.1	M > F 10.4 10.3
Age	10 > 14 20.8 20.1				SES				
Age x SES					SES x Sex	LM > LF 20.7 20.1	MM < MF 20.5 20.6		
Age x Sex					Sex	M > F 20.6 20.3			

Story Four -- Response Length: *172* Tukeys HSD = 4.549

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	1	2	8	5	9	6	3	4
Means:	60.0	83 3	80.2	59.3	62.8	50.6	62.0	69.7	64.6
Country x Age	10 < 14 47.1 72.8	10 < 14 79.5 87.2	10 < 14 59.9 100.4	10 < 14 52.9 65.6	10 < 14 58.9 66.7	10 < 14 40.2 61.0	10 < 14 55.4 68.6	10 < 14 62.1 77.3	10 < 14 62.0 67.2
Country x SES	L > M 61.4 58.6	L < M 79.9 86.8	L < M 75.3 85.0	L < M 56.5 62 0	L < M 58.8 66.8	L < M 50.1 51.1	L < M 58.2 65.8	L < M 70.6 68.8	L < M 61.8 67.4
Country x Sex	M < F 53.7 66.2	M < F 81.6 85.1	M < F 71.9 88.4	M < F 55.7 62.8	M < F 54.5 71.2	M < F 47.1 54.0	M < F 57.1 67.0	M < F 63.4 76.0	M < F 60.8 68.4
Age	10 < 14 57.6 74.1				SES	UL < UM 63.6 68.0			
Age x SES	10L < 10M 56.4 58.7	14L < 14M 70.8 77.4			SES x Sex				
Age x Sex	10M < 10F 53.5 61.6	14M < 14F 67.8 80.4			Sex	M < F 60.6 71.0			

Story Four -- Positive Affect Hero: *173* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	4	5	1	3	2	9	6	8
Means:	.2	.2	.2	.5	.2	.4	.1	.2	.2
Country x Age	10 > 14 .2 .1	10 > 14 .2 .2	10 < 14 .1 .2	10 > 14 .5 .5	10 < 14 .2 .2	10 < 14 .3 .4	10 > 14 .2 .1	10 > 14 .2 .1	10 < 14 .2 .2
Country x SES	L > M .2 .1	L > M .2 .2	L > M .2 .2	L > M .5 .5	L < M .2 .3	L > M .4 .4	L = M .1 .1	L > M .2 .2	L > M .2 .2
Country x Sex	M < F .2 .2	M > F .2 .2	M < F .2 .2	M < F .4 .5	M < F .2 .2	M < F .3 .4	M < F .1 .2	M < F .1 .2	M < F .2 .2
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F .2 .2	14M < 14F .2 .3			Sex	M < F .2 .3			

Story Four -- Negative Affect Hero: *174* Tukeys HSD = .158

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	2	6	4	1	5	8	7	9
Means:	.6	.7	.5	.6	.7	.5	.4	.5	.4
Country x Age	10 < 14 .5 .8	10 < 14 .6 .7	10 < 14 .3 .7	10 < 14 .4 .7	10 < 14 .6 .9	10 < 14 .4 .6	10 < 14 .3 .5	10 < 14 .4 .5	10 > 14 .4 .4
Country x SES	L > M .8 .4	L > M .7 .6	L < M .5 .5	L > M .6 .5	L < M .7 .8	L > M .5 .5	L < M .3 .5	L > M .5 .4	L < M .3 .5
Country x Sex	M < F .5 .7	M < F .6 .7	M < F .5 .5	M < F .6 .7	M < F .6 .9	M < F .5 .6	M > F .4 .4	M < F .4 .5	M < F .3 .4
Age	10 < 14 .4 .6				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M < F .5 .6			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Four -- Total Affect Hero and Others: *175* Tukeys HSD = .221

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	3	6	1	2	5	8	7	9
Means:	1.0	1.0	1.0	1.3	1.2	1.0	.7	.9	.7
Country x Age	10 < 14 .9 1.0	10 > 14 1.1 .9	10 < 14 .6 1.3	10 < 14 1.1 1.5	10 < 14 1.1 1.3	10 < 14 .8 1.1	10 < 14 .6 .8	10 < 14 .8 1.0	10 > 14 .7 .6
Country x SES	L > M 1.3 .7	L > M 1.1 .9	L < M .9 1.0	L < M 1.3 1.3	L > M 1.2 1.2	L > M 1.0 .9	L < M .6 .7	L < M .9 .9	L < M .6 .7
Country x Sex	M < F .8 1.1	M < F .9 1.1	M < F .9 1.1	M < F 1.2 1.4	M < F 1.1 1.3	M < F .9 1.1	M < F .6 .7	M < F .7 1.0	M < F .6 .7
Age	10 < 14 .9 1.1				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M < F .8 1.1			

Story Four -- Instrumentality: *176* Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	4	3	5	6	9	1	2
Means:	1.2	1.1	1.5	1.6	1.4	1.2	1.1	1.8	1.5
Country x Age	10 > 14 1.2 1.2	10 > 14 1.3 1.0	10 < 14 1.5 1.6	10 = 14 1.6 1.6	10 > 14 1.5 1.4	10 < 14 1.2 1.3	10 > 14 1.2 1.1	10 < 14 1.8 1.9	10 < 14 1.6 1.7
Country x SES	L > M 1.3 1.1	L > M 1.1 1.1	L > M 1.5 1.5	L < M 1.6 1.7	L < M 1.4 1.5	L < M 1.2 1.3	L < M 1.1 1.2	L < M 1.7 2.0	L > M 1.7 1.6
Country x Sex	M > F 1.3 1.2	M > F 1.2 1.1	M < F 1.5 1.5	M > F 1.7 1.6	M > F 1.5 1.3	M > F 1.3 1.2	M < F 1.1 1.2	M < F 1.8 1.9	M > F 1.7 1.6
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Five -- Stance: *177* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	9	4	1	7	2	5	8	6
Means:	1.9	1.8	1.9	2.0	1.8	2.0	1.9	1.8	1.9
Country x Age	10 > 14 1.9 1.9	10 > 14 1.8 1.8	10 < 14 1.9 1.9	10 < 14 2.0 2.0	10 > 14 1.9 1.8	10 < 14 1.9 2.0	10 > 14 1.9 1.8	10 < 14 1.8 1.8	10 < 14 1.9 1.9
Country x SES	L > M 2.0 1.9	L < M 1.8 1.8	L < M 1.9 1.9	L > M 2.0 2.0	L > M 1.9 1.8	L < M 1.9 2.0	L < M 1.9 1.9	L > M 1.8 1.8	L > M 1.9 1.9
Country x Sex	M > F 1.9 1.9	M > F 1.8 1.7	M < F 1.9 1.9	M > F 2.0 2.0	M > F 1.9 1.8	M > F 2.0 1.9	M < F 1.8 2.0	M < F 1.7 1.9	M < F 1.8 1.9
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Five -- Engagement: *178* Tukeys HSD = .116

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	8	9	3	6	4	2	7	5
Means:	1.9	1.7	1.7	1.8	1.7	1.8	1.8	1.7	1.8
Country x Age	10 > 14 1.9 1.9	10 > 14 1.8 1.7	10 > 14 1.7 1.6	10 > 14 1.8 1.8	10 < 14 1.7 1.8	10 < 14 1.8 1.9	10 > 14 1.9 1.8	10 < 14 1.7 1.8	10 < 14 1.7 1.8
Country x SES	L > M 2.0 1.9	L < M 1.7 1.8	L > M 1.7 1.6	L > M 1.8 1.8	L > M 1.8 1.7	L < M 1.8 1.8	L < M 1.8 1.9	L < M 1.7 1.8	L > M 1.8 1.8
Country x Sex	M > F 1.9 1.9	M > F 1.8 1.7	M > F 1.7 1.6	M > F 1.8 1.8	M > F 1.8 1.7	M > F 1.8 1.8	M < F 1.8 1.9	M < F 1.7 1.8	M < F 1.7 1.8
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 1.8 1.7	14M < 14F 1.8 1.8			Sex				

FIGURE 9

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Five -- Initiation: *179* Tukeys HSD = .181

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	5	8	1	6	4	3	7	9
Means:	2.9	2.7	2.6	2.9	2.7	2.8	2.8	2.6	1.9
Country x Age	10 > 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14	10 > 14	10 < 14	10 > 14
	2.9 2.9	2.7 2.7	2.6 2.6	2.9 2.9	2.6 2.7	2.7 2.9	2.9 2.7	2.6 2.7	1.9 1.8
Country x SES	L > M	L < M	L > M	L > M	L > M	L < M	L < M	L < M	L > M
	2.9 2.8	2.7 2.8	2.6 2.6	2.9 2.9	2.7 2.7	2.8 2.8	2.7 2.9	2.6 2 6	2.0 1.8
Country x Sex	M > F	M > F	M > F	M < F	M > F	M > F	M < F	M < F	M < F
	2.9 2.9	2.8 2.6	2.6 2.6	2.9 2.9	2.8 2.6	2.8 2.8	2.7 2.9	2.6 2.7	2.8 1.9
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M < 14F			Sex				
	2.7 2.6	2.6 2.7							

Story Five -- Aid/Advice: *180* Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	6	9	5	3	2	4	8	7
Means:	1.4	1.2	1.0	1.3	1.4	1.4	1.3	1.1	1.2
Country x Age	10 < 14	10 < 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14	10 < 14
	1.4 1.5	1.2 1.3	1.0 1.0	1.3 1.2	1.4 1.3	1.4 1.4	1.4 1.3	1.1 1.1	1.2 1.2
Country x SES	L < M	L > M	L > M	L < M	L < M	L > M	L > M	L > M	L < M
	1.4 1.4	1.3 1.2	1.1 1.0	1.2 1.3	1.3 1.4	1.4 1.4	1.4 1.3	1.1 1.0	1.2 1.2
Country x Sex	M < F	M > F	M > F	M < F	M > F	M > F	M > F	- > F	M < F
	1.4 1.4	1.4 1.1	1.1 1.0	1.3 1.3	1.5 1.3	1.4 1.4	1.4 1.3	..1 1.0	1.2 1.3
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M > 14F			Sex	M > F			
	1.3 1.2	1.3 1.3				1.3 1.2			

Story Five -- Solver: *181* Tukeys HSD = .228

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	9	7	5	6	4	8	2
Means:	2.4	2.2	2.2	1.8	2.1	1.9	2.1	1.6	2.3
Country x Age	10 < 14	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 < 14
	2.4 2.4	2.1 2.3	1.4 1.2	1.8 1.7	2.2 2.0	1.9 1.9	2.2 2.1	1.6 1.7	2.3 2.4
Country x SES	L < M	L < M	L > M	L < M	L < M	L > M	L < M	L > M	L > M
	2.3 2.5	2.1 2.3	1.3 1.2	1.7 1.8	2.1 2.2	1.9 1.9	2.1 2.2	1.7 1.6	2.4 2.3
Country x Sex	M < F	M > F	M > F	M > F	M > F	M > F	M < F	M > F	M < F
	2.4 2.5	2.4 2.0	1.3 1.2	1.8 1.7	2.3 1.9	2.0 1.8	2.1 2.2	1.7 1.6	2.3 2.4
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M < 14F			Sex	M > F			
	2.1 1.8	1.9 2.0				2.0 1.9			

Story Five -- Implementation: *182* Tukeys HSD = .215

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	4	8	7	5	2	6	9	3
Means:	2.8	2.6	2.4	2.5	2.6	2.8	2.5	2.1	2.8
Country x Age	10 < 14	10 < 14	10 > 14	10 < 14	10 > 14	10 < 14	10 > 14	10 > 14	10 < 14
	2.8 2.8	2.6 2.6	2.4 2.3	2.4 2.6	2.6 2.6	2.7 2.9	2.6 2.5	2.2 2.1	2.7 2.8
Country x SES	L > M	L < M	L > M	L < M	L > M	L > M	L < M	L < M	L > M
	2.8 2.8	2.6 2.7	2.5 2.2	2.5 2.6	2.6 2.5	2.8 2.8	2.4 2.7	2.1 2.1	2.8 2.7
Country x Sex	M = F	M > F	M < F	M < F	M > F	M > F	M < F	M < F	M < F
	2.8 2.8	2.7 2.5	2.3 2.4	2.4 2.6	2.7 2.5	2.8 2.8	2.4 2.7	2.0 2.2	2.7 2.8
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M < 14F			Sex				
	2.6 2.5	2.5 2.7							

Story Five -- Outcome: *183* Tukeys HSD = .158

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	8	4	1	9	2	6	7	5
Means:	2.6	2.4	2.5	2.7	2.4	2.7	2.5	2.4	2.5
Country x Age	10 < 14 2.5 2.7	10 < 14 2.3 2.5	10 < 14 2.5 2.6	10 < 14 2.7 2.7	10 < 14 2.3 2.4	10 < 14 2.6 2.8	10 > 14 2.6 2.4	10 > 14 2.5 2.4	10 < 14 2.4 2.7
Country x SES	L > M 2.6 2.6	L < M 2.3 2.5	L > M 2.6 2.5	L > M 2.7 2.7	L < M 2.4 2.3	L > M 2.7 2.6	L < M 2.4 2.6	L > M 2.4 2.4	L < M 2.5 2.6
Country x Sex	M > F 2.6 2.6	M > F 2.4 2.4	M < F 2.5 2.6	M < F 2.6 2.8	M > F 2.4 2.3	M < F 2.7 2.7	M < F 2.5 2.6	M < F 2.3 2.5	M < F 2.5 2.6
Age	10 < 14 2.5 2.6				SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 2.5 2.5	14M < 14F 2.5 2.6			Sex				

Story Five -- Evaluation of Outcome: *184* Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	8	3	1	6	5	4	2	9
Means:	2.1	2.1	2.2	2.3	2.1	2.2	2.2	2.2	2.0
Country x Age	10 < 14 2.0 2.2	10 < 14 2.0 2.1	10 > 14 2.3 2.2	10 < 14 2.3 2.3	10 < 14 2.1 2.1	10 < 14 2.1 2.2	10 > 14 2.3 2.1	10 > 14 2.3 2.2	10 > 14 2.0 2.0
Country x SES	L < M 2.1 2.1	L < M 2.1 2.1	L > M 2.3 2.2	L > M 2.3 2.3	L < M 2.1 2.2	L > M 2.2 2.1	L = M 2.2 2.2	L < M 2.2 2.3	L < M 2.0 2.0
Country x Sex	M < F 2.1 2.1	M < F 2.1 2.2	M > F 2.3 2.2	M < F 2.2 2.4	M > F 2.1 2.1	M < F 2.1 2.2	M < F 2.1 2.2	M < F 2.1 2.3	M < F 2.0 2.0
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex				

Story Five -- Coping Effectiveness: *185* Tukeys HSD = 1.033

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 < 14 23.3 23.9	10 < 14 22.1 22.9	10 < 14 17.9 17.9	10 < 14 21.3 21.7	10 > 14 20.2 20.0	10 < 14 22.5 23.6	10 > 14 23.6 22.0	10 < 14 21.6 21.7	10 < 14 9.7 9.8
Country x SES	L > M 23.7 23.5	L < M 22.1 22.9	L > M 18.2 17.6	L < M 21.5 21.5	L > M 20.1 20.1	L > M 23.1 23.0	L > M 22.3 23.3	L > M 21.8 21.5	L > M 9.7 9.8
Country x Sex	M > F 23.6 23.6	M > F 23.4 21.7	M > F 18.0 17.9	M < F 21.2 21.8	M > F 20.9 19.2	M > F 23.2 23.0	M < F 22.2 23.4	M < F 21.1 22.2	M < F 9.6 9.9
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 20.6 19.9	14M < 14F 20.0 20.7			Sex				

Story Five -- Response Length: *186* Tukeys HSD = 4.372

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	1	2	7	5	9	6	3	4
Means:	49.9	76.1	71.0	50.2	53.0	43.3	50.6	58.6	55.6
Country x Age	10 < 14 40.0 59.7	10 < 14 72.4 79.8	10 < 14 50.2 91.8	10 < 14 44.4 56.0	10 > 14 53.9 52.2	10 < 14 37.6 49.0	10 < 14 44.4 56.9	10 < 14 54.1 62.7	10 > 14 55.7 55.5
Country x SES	L > M 51.6 48.1	L < M 73.8 78.4	L < M 65.2 76.8	L < M 48.3 52.1	L < M 50.5 55.5	L < M 42.2 44.4	L < M 47.0 54.2	L > M 60.0 56.8	L < M 51.5 59.8
Country x Sex	M < F 43.0 56.8	M < F 73.7 78.6	M < F 63.1 78.9	M < F 45.8 54.6	M < F 48.4 57.6	M < F 41.2 45.4	M < F 46.6 54.9	M < F 53.3 63.5	M < F 52.5 58.8
Age	10 < 14 50.3 62.6				SES	UL < UM 54.5 58.5			
Age x SES	10L < 10M 49.6 51.1	14L < 14M 59.4 65.9			SES x Sex				
Age x Sex	10M < 10F 46.5 54.1	14M < 14F 57.3 67.9			Sex	M < F 51.9 61.0			

TABLE 5

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Five -- Positive Affect Hero: *187* Tukeys HSD = .076

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	9	3	1	4	6	5	2	7
Means:	.1	.1	.1	.3	.1	.1	.1	.2	.1
Country x Age	10<14 .1 .1	10<14 .1 .1	10<14 .1 .2	10>14 .3 .3	10>14 .2 .1	10>14 .1 .1	10>14 .1 .1	10>14 .2 .2	10>14 .1 .1
Country x SES	L>M .1 .1	L<M .1 .1	L>M .2 .1	L>M .3 .2	L<M .1 .1	L<M .1 .1	L>M .1 .1	L<M .2 .2	L>M .1 .1
Country x Sex	M<F .1 .1	M<F .1 .1	M<F .1 .2	M<F .3 .3	M<F .1 .1	M<F .1 .1	M<F .1 .1	M<F .1 .2	M<F .1 .1
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .1 .2			

Story Five -- Negative Affect Hero: *188* Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	7	1	4	2	9	5	3	8
Means:	.3	.3	.5	.4	.5	.2	.3	.4	.2
Country x Age	10<14 .3 .3	10<14 .2 .3	10<14 .4 .7	10<14 .3 .4	10<14 .4 .5	10>14 .2 .1	10<14 .3 .4	10<14 .3 .4	10>14 .2 .2
Country x SES	L<M .2 .4	L<M .2 .3	L<M .4 .6	L<M .3 .4	L<M .4 .5	L<M .1 .2	L<M .3 .4	L<M .4 .4	L<M .2 .2
Country x Sex	M<F .3 .3	M<F .2 .3	M<F .4 .6	M<F .2 .5	M<F .3 .6	M<F .1 .2	M<F .3 .3	M>F .4 .3	M>F .2 .2
Age	10<14 .3 .4				SES	UL<UM .3 .4			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .3 .4			

Story Five -- Total Affect Hero and Others: *189* Tukeys HSD = .186

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	7	1	2	4	9	6	4	8
Means:	.5	.4	.9	.9	.8	.3	.5	.7	.3
Country x Age	10<14 .5 .5	10<14 .3 .4	10<14 .7 1.2	10<14 .8 .9	10>14 .8 .8	10>14 .4 .3	10<14 .4 .5	10<14 .7 .8	10>14 .4 .3
Country x SES	L>M .5 .5	L<M .3 .4	L<M .9 1.0	L<M .8 .9	L<M .6 .9	L<M .3 .3	L<M .5 .5	L<M .7 .8	L>M .4 .3
Country x Sex	M<F .4 .6	M<F .3 .4	M<F .8 1.1	M<F .8 .9	M<F .7 .8	M<F .2 .4	M<F .4 .5	M<F .7 .8	M<F .3 .3
Age	10<14 .6 .6				SES	UL<UM .5 .6			
Age x SES					SES x Sex				
Age x Sex					Sex	M<F .5 .6			

Story Five -- Instrumentality: *190* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	3	8	1	4	9	7	2	6
Means:	1.0	1.3	1.0	1.7	1.0	1.0	1.0	1.6	1.0
Country x Age	10<14 1.0 1.1	10>14 1.3 1.3	10=14 1.0 1.0	10<14 1.6 1.8	10<14 1.0 1.1	10<14 .9 1.0	10>14 1.0 .9	10<14 1.5 1.7	10<14 1.0 1.0
Country x SES	L<M 1.0 1.0	L<M 1.3 1.4	L>M 1.0 1.0	L>M 1.7 1.7	L>M 1.1 1.0	L<M .9 1.0	L<M .9 1.0	L<M 1.6 1.6	L>M 1.0 1.0
Country x Sex	M>F 1.1 1.0	M>F 1.4 1.3	M<F 1.0 1.0	M<F 1.7 1.7	M>F 1.1 1.0	M>F 1.0 1.0	M<F 1.0 1.0	M<F 1.5 1.7	M<F 1.0 1.1
Age	10<14 1.2 1.2				SES				
Age x SES					SES x Sex	LM<LF 1.2 1.2	MM>MF 1.2 1.2		
Age x Sex	10M>10F 1.2 1.1	14M<14F 1.2 1.2			Sex				

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Six -- Stance:

191 Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	8	4	1	9	2	6	7	5
Means:	1.8	1.6	1.8	2.0	1.5	..9	1.7	1.6	1.7
Country x Age	10 > 14 1.8 1.7	10 < 14 1.4 1.7	10 < 14 1.7 1.8	10 < 14 1.9 2.0	10 < 14 1.4 1.5	10 > 14 2.0 1.9	10 < 14 1.7 1.8	10 > 14 1.7 1.6	10 < 14 1.7 1.7
Country x SES	L > M 1.9 1.7	L > M 1.7 1.4	L < M 1.7 1.8	L < M 1.9 2.0	L < M 1.4 1.6	L < M 1.9 2.0	L > M 1.8 1.7	L > M 1.6 1.6	L > M 1.8 1.7
Country x Sex	M > F 1.8 1.8	M > F 1.6 1.5	M > F 1.8 1.7	M < F 2.0 2.0	M > F 1.6 1.4	M < F 1.9 2.0	M > F 1.8 1.7	M > F 1.7 1.6	M > F 1.7 1.7
Age					SES	UL > UM 1.7 1.7			
Age x SES					SES x Sex				
Age x Sex					Sex	M > F 1.7 1.7			

Story Six -- Engagement:

192 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	8	7	6	9	2	3	4
Means:	1.8	1.5	1.3	1.5	1.5	1.3	1.8	1.7	1.6
Country x Age	10 > 14 1.9 1.7	10 < 14 1.4 1.6	10 > 14 1.4 1.2	10 < 14 1.4 1.5	10 < 14 1.3 1.6	10 > 14 1.4 1.2	10 > 14 1.8 1.7	10 > 14 1.8 1.7	10 < 14 1.6 1.7
Country x SES	L > M 1.9 1.7	L > M 1.6 1.4	L > M 1.5 1.2	L > M 1.5 1.8	L > M 1.5 1.5	L < M 1.3 1.4	L > M 1.8 1.7	L > M 1.7 1.7	L > M 1.7 1.6
Country x Sex	M > F 1.8 1.8	M > F 1.5 1.5	M > F 1.4 1.3	M > F 1.5 1.4	M > F 1.5 1.5	M = F 1.3 1.3	M < F 1.7 1.8	M > F 1.6 1.4	M > F 1.6 1.6
Age					SES	UL > UM 1.6 1.5			
Age x SES					SES x Sex				
Age x Sex	10M > 10F 1.6 1.5	14M < 14F 1.5 1.6			Sex				

Story Six -- Initiation:

193 Tukeys HSD = .240

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	6	8	3	7	9	4	5	1
Means:	2.6	2.4	2.1	2.6	2.3	1.8	2.6	2.5	2.8
Country x Age	10 > 14 2.7 2.5	10 < 14 2.3 2.6	10 > 14 2.1 2.0	10 < 14 2.4 2.7	10 < 14 2.1 2.6	10 > 14 1.9 1.7	10 > 14 2.6 2.5	10 > 14 2.5 2.5	10 > 14 2.8 2.8
Country x SES	L > M 2.7 2.4	L > M 2.6 2.3	L > M 2.2 2.0	L > M 2.6 2.6	L < M 2.3 2.4	L < M 1.7 1.9	L > M 2.6 2.5	L > M 2.5 2.5	L > M 2.8 2.7
Country x Sex	M > F 2.6 2.6	M > F 2.5 2.3	M < F 2.1 2.1	M > F 2.6 2.5	M > F 2.4 2.3	M > F 1.9 1.7	M < F 2.5 2.6	M > F 2.5 2.4	M < F 2.7 2.8
Age					SES	UL > UM 2.4 2.4			
Age x SES					SES x Sex				
Age x Sex	10M > 10F 2.5 2.3	14M < 14F 2.4 2.5			Sex				

Story Six -- Aid/Advice:

194 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	9	4	6	3	7	8	5	1
Means:	1.4	1.1	1.3	1.2	1.4	1.2	1.2	1.2	1.5
Country x Age	10 > 14 1.4 1.4	10 > 14 1.1 1.0	10 > 14 1.3 1.2	10 > 14 1.3 1.2	10 < 14 1.3 1.5	10 > 14 1.2 1.1	10 > 14 1.2 1.1	10 > 14 1.3 1.1	10 < 14 1.3 1.6
Country x SES	L > M 1.5 1.4	L > M 1.2 1.0	L > M 1.3 1.2	L > M 1.2 1.2	L < M 1.4 1.5	L < M 1.1 1.2	L > M 1.2 1.1	L > M 1.2 1.2	L < M 1.4 1.5
Country x Sex	M > F 1.5 1.4	M > F 1.1 1.0	M > F 1.3 1.2	M > F 1.3 1.1	M > F 1.5 1.4	M > F 1.2 1.1	M > F 1.2 1.1	M > F 1.3 1.1	M < F 1.4 1.5
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 1.3 1.2	14M > 14F 1.3 1.2			Sex	M > F 1.3 1.2			

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Six -- Solver:

195 Tukeys HSD = .267

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	4	9	7	3	5	8	6	2
Means:	2.1	1.9	1.5	1.7	2.1	1.8	1.5	1.8	2.1
Country x Age	10 > 14 2.2 2.1	10 < 14 1.9 2.0	10 > 14 1.6 1.3	10 < 14 1.7 1.8	10 < 14 2.0 2.2	10 > 14 1.9 1.8	10 > 14 1.6 1.4	10 > 14 1.8 1.7	10 > 14 2.1 2.0
Country x SES	L < M 2.1 2.1	L > M 2.1 1.7	L > M 1.6 1.3	L < M 1.7 1.7	L < M 1.9 2.2	L < M 1.7 1.9	L > M 1.6 1.5	L < M 1.8 1.8	L > M 2.1 2.0
Country x Sex	M > F 2.1 2.1	M > F 2.0 1.9	M > F 1.5 1.4	M > F 1.7 1.7	M > F 2.1 2.0	M > F 1.9 1.7	M > F 1.6 1.5	M > F 1.8 1.7	M < F 2.0 2.2
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 2.0 1.8	14M < 14F 1.8 1.8			Sex				

Story Six -- Implementation:

196 Tukeys HSD = .267

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	9	3	6	8	7	4	2
Means:	2.2	1.9	1.6	2.0	1.9	1.7	1.8	1.9	2.1
Country x Age	10 > 14 2.2 2.2	10 < 14 1.8 1.9	10 > 14 1.8 1.5	10 < 14 1.9 2.0	10 < 14 1.8 1.9	10 > 14 1.8 1.7	10 > 14 1.9 1.6	10 > 14 2.0 1.8	10 > 14 2.1 2.0
Country x SES	L < M 2.1 2.3	L > M 2.0 1.7	L > M 1.7 1.6	L < M 2.0 2.0	L < M 1.7 2.0	L < M 1.7 1.8	L > M 1.9 1.7	L < M 1.8 2.0	L > M 2.1 2.0
Country x Sex	M > F 2.2 2.2	M > F 2.0 1.8	M > F 1.7 1.6	M > F 2.0 2.0	M > F 1.9 1.8	M > F 1.8 1.7	M > F 1.8 1.8	M > F 2.0 1.9	M < F 2.0 2.1
Age	10 > 14 1.9 1.9				SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F 2.0 1.8	14M < 14F 1.8 1.9			Sex	M > F 1.9 1.8			

Story Six -- Outcome:

197 Tukeys HSD = .152

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	8	5	1	7	4	9	6	3
Means:	2.6	2.3	2.4	2.7	2.4	2.4	2.3	2.4	2.5
Country x Age	10 > 14 2.7 2.5	10 < 14 2.3 2.4	10 > 14 2.4 2.3	10 < 14 2.7 2.8	10 < 14 2.3 2.4	10 > 14 2.5 2.4	10 > 14 2.4 2.2	10 > 14 2.5 2.3	10 < 14 2.5 2.5
Country x SES	L > M 2.8 2.5	L > M 2.4 2.3	L > M 2.4 2.3	L < M 2.7 2.8	L < M 2.3 2.4	L < M 2.4 2.4	L > M 2.3 2.3	L > M 2.4 2.3	L > M 2.6 2.5
Country x Sex	M < F 2.6 2.7	M > F 2.4 2.3	M > F 2.4 2.3	M < F 2.7 2.8	M > F 2.4 2.4	M > F 2.4 2.4	M > F 2.3 2.2	M < F 2.3 2.4	M < F 2.5 2.6
Age	10 > 14 2.5 2.4				SES	UL > UM 2.5 2.4			
Age x SES	10L > 10M 2.5 2.5	14L > 14M 2.5 2.4			SES x Sex				
Age x Sex					Sex				

Story Six -- Evaluation of Outcome:

198 Tukeys HSD = .116

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	7	5	6	9	2	3	1	8
Means:	2.0	2.0	2.0	2.0	1.9	2.0	2.0	2.1	1.9
Country x Age	10 < 14 1.9 2.2	10 < 14 1.9 2.0	10 < 14 2.0 2.0	10 < 14 1.9 2.1	10 < 14 1.8 2.0	10 < 14 2.0 2.1	10 < 14 2.0 2.0	10 > 14 2.1 2.1	10 < 14 1.9 1.9
Country x SES	L > M 2.0 2.0	L > M 2.0 1.9	L > M 2.1 2.0	L > M 2.0 2.0	L < M 1.9 1.9	L < M 2.0 2.1	L > M 2.0 2.0	L > M 2.1 2.0	L > M 2.0 1.9
Country x Sex	M < F 1.9 2.1	M < F 1.9 2.0	M < F 2.0 2.0	M < F 1.9 2.0	M < F 1.9 2.0	M > F 2.0 1.8	M < F 2.0 2.1	M < F 2.0 2.1	M < F 1.9 2.0
Age	10 < 14 1.9 2.0				SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M < F 2.0 2.0			

Story Six -- Coping Effectiveness:

199 Tukeys HSD = 1.295

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 > 14 22.6 22.0	10 < 14 19.6 20.9	10 > 14 16.9 15.8	10 < 14 19.6 20.8	10 < 14 17.9 19.7	10 > 14 19.9 18.9	10 < 14 21.0 21.1	10 > 14 21.9 20.6	10 > 14 10.2 10.2
Country x SES	L > M 22.9 21.7	L > M 21.3 19.3	L > M 16.9 15.8	L > M 20.2 20.2	L < M 18.4 19.2	L < M 18.9 19.9	L > M 21.0 20.2	L > M 21.3 21.2	L > M 10.4 10.0
Country x Sex	M < F 22.2 22.3	M > F 20.7 19.8	M > F 16.6 16.1	M > F 20.2 20.1	M > F 19.2 18.4	M > F 19.6 19.2	M > F 20.7 20.5	M > F 21.4 21.1	M < F 10.1 10.3
Age					SES	UL > UM 19.0 18.6			
Age x SES					SES x Sex				
Age x Sex	10M > 10F 19.3 18.4	14M < 14F 18.6 18.9			Sex				

Story Six -- Response Length:

200 Tukeys HSD = 5.613

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	1	2	8	4	9	7	5	3
Means:	55.4	81.2	75.8	51.2	59.3	42.0	52.8	58.5	61.8
Country x Age	10 < 14 39.8 71.1	10 < 14 74.4 88.0	10 < 14 55.2 96.3	10 < 14 43.9 58.5	10 < 14 57.6 61.0	10 < 14 33.3 50.7	10 < 14 46.8 58.7	10 < 14 53.0 64.1	10 < 14 58.6 65.0
Country x SES	L < M 54.6 56.3	L < M 78.4 84.0	L < M 71.1 80.5	L < M 51.1 51.3	L < M 56.3 62.3	L < M 41.3 42.8	L < M 49.7 55.9	L > M 58.9 58.1	L < M 56.9 66.8
Country x Sex	M < F 51.7 59.2	M < F 79.1 83.3	M < F 67.3 84.2	M < F 44.3 58.1	M < F 52.6 66.0	M < F 38.2 45.8	M < F 49.1 56.4	M < F 54.6 62.5	M < F 57.1 66.5
Age	10 < 14 51.4 68.2				SES	UL < UM 57.6 62.0			
Age x SES	10L < 10M 50.5 52.3	14L << 14M 64.6 71.7			SES x Sex				
Age x Sex	10M < 10F 47.6 55.2	14M << 14F 62.2 74.1			Sex	M < F 54.9 64.7			

Story Six -- Positive Affect Hero:

201 Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	5	7	2	6	9	4	1	3
Means:	.1	.1	.1	.1	.1	.0	.1	.2	.1
Country x Age	10 < 14 .0 .1	10 > 14 .1 .0	10 > 14 .1 .0	10 < 14 .1 .2	10 > 14 .1 .0	10 < 14 .0 .1	10 < 14 .0 .1	10 > 14 .2 .1	10 > 14 .1 .1
Country x SES	L > M .1 .1	L > M .1 .1	L > M .1 .0	L = M .1 .1	L > M .1 .0	L > M .0 .0	L < M .1 .1	L > M .2 .2	L > M .1 .1
Country x Sex	M < F .0 .1	M > F .1 .1	M < F .0 .1	M < F .1 .2	M > F .1 .0	M < F .0 .0	M < F .0 .1	M < F .1 .2	M > F .1 .1
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F .1 .1	14M << 14F .1 .1			Sex	M < F .1 .1			

Story Six -- Negative Affect Hero:

202 Tukeys HSD = .145

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	4	5	1	2	3	8	6	9
Means:	.5	.6	.6	.8	.7	.6	.4	.5	.2
Country x Age	10 < 14 .4 .5	10 < 14 .4 .7	10 < 14 .4 .7	10 < 14 .8 .8	10 < 14 .6 .7	10 < 14 .5 .7	10 > 14 .4 .4	10 < 14 .4 .6	10 < 14 .2 .3
Country x SES	L > M .6 .3	L < M .6 .6	L > M .6 .5	L < M .8 .8	L < M .6 .8	L > M .6 .6	L < M .3 .5	L > M .5 .4	L < M .2 .3
Country x Sex	M < F .4 .5	M < F .5 .7	M < F .4 .7	M < F .7 .9	M < F .5 .9	M < F .5 .7	M < F .3 .4	M < F .4 .5	M > F .3 .2
Age	10 < 14 .5 .6				SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F .4 .5	14M << 14F .5 .7			Sex	M < F .4 .6			

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Six -- Total Affect Here and Others:

203 Tukeys HSD = .228

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	3	1	2	5	8	4	9
Means:	.8	.9	1.0	1.4	1.1	.9	.6	1.0	.5
Country x Age	10 < 14 .7 .9	10 < 14 .9 .9	10 < 14 .7 1.3	10 < 14 1.3 1.5	10 < 14 1.0 1.3	10 < 14 .8 1.0	10 < 14 .6 .7	10 < 14 .8 1.1	10 > 14 .5 .5
Country x SES	L > M 1.0 .6	L > M .9 .8	L < M 1.0 1.0	L < M 1.4 1.5	L < M 1.0 1.3	L > M .9 .9	L < M .5 .8	L > M 1.0 .9	L < M .5 .6
Country x Sex	M < F .6 1.0	M < F .7 1.1	M < F .7 1.3	M < F 1.2 1.6	M < F .9 1.4	M < F .8 1.0	M < F .5 .8	M < F .8 1.1	M > F .5 .5
Age	10 < 14 .8 1.0				SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F .7 .9	14M < 14F .8 1.3			Sex	M < F .7 1.1			

Story Six -- Instrumentality:

204 Tukeys HSD = .164

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	5	8	4	6	9	3	1	2
Means:	1.1	1.3	1.0	1.5	1.2	.7	1.5	1.7	1.6
Country x Age	10 < 14 1.0 1.2	10 < 14 1.2 1.4	10 > 14 1.0 1.0	10 < 14 1.3 1.6	10 < 14 1.1 1.3	10 > 14 .8 .7	10 > 14 1.6 1.5	10 > 14 1.7 1.6	10 < 14 1.5 1.7
Country x SES	L > M 1.2 1.0	L > M 1.3 1.2	L > M 1.0 .9	L < M 1.4 1.5	L < M 1.2 1.2	L < M .7 .7	L > M 1.6 1.4	L < M 1.6 1.7	L < M 1.6 1.6
Country x Sex	M < F 1.1 1.1	M > F 1.4 1.2	M > F 1.0 .9	M < F 1.4 1.5	M > F 1.3 1.1	M < F .7 .9	M < F 1.5 1.6	M > F 1.7 1.6	M < F 1.5 1.7
Age	10 < 14 1.2 1.3				SES				
Age x SES	10L < 10M 1.2 1.3	14L > 14M 1.3 1.3			SES x Sex				
Age x Sex	10M > 10F 1.3 1.3	14M < 14F 1.2 1.3			Sex				

Story Seven -- Stance:

205 Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	4	5	1	9	2	3	6	7
Means:	1.9	1.9	1.9	2.0	1.8	1.9	1.9	1.9	1.9
Country x Age	10 < 14 1.8 1.9	10 > 14 1.9 1.9	10 > 14 1.9 1.9	10 > 14 2.0 2.0	10 > 14 1.8 1.7	10 < 14 1.8 2.0	10 > 14 1.9 1.9	10 > 14 1.9 1.9	10 < 14 1.8 1.9
Country x SES	L < M 1.8 1.9	L < M 1.9 1.9	L > M 1.9 1.9	L > M 2.0 2.0	L > M 1.8 1.8	L > M 1.9 1.9	L > M 1.9 1.9	L < M 1.9 1.9	L > M 1.9 1.8
Country x Sex	M > F 1.9 1.8	M > F 1.9 1.9	M > F 1.9 1.8	M > F 2.0 2.0	M > F 1.9 1.7	M > F 1.9 1.9	M > F 1.9 1.9	M < F 1.8 1.9	M < F 1.8 1.9
Age					SES				
Age x SES	10L < 10M 1.9 1.9	14L > 14M 1.9 1.9			SES x Sex				
Age x Sex					Sex	M > F 1.9 1.9			

Story Seven -- Engagement:

206 Tukeys HSD = .116

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	1	8	7	6	9	5	4	3
Means:	1.9	1.9	1.7	1.8	1.8	1.7	1.8	1.8	1.8
Country x Age	10 < 14 1.8 1.9	10 > 14 1.9 1.8	10 > 14 1.8 1.6	10 > 14 1.8 1.7	10 > 14 1.9 1.7	10 > 14 1.7 1.7	10 > 14 1.9 1.8	10 > 14 1.8 1.8	10 < 14 1.8 1.9
Country x SES	L < M 1.8 1.9	L < M 1.9 1.9	L > M 1.8 1.6	L > M 1.8 1.7	L > M 1.8 1.8	L > M 1.7 1.7	L > M 1.8 1.8	L > M 1.8 1.8	L > M 1.8 1.8
Country x Sex	M > F 1.9 1.8	M > F 1.9 1.8	M > F 1.8 1.7	M > F 1.8 1.7	M > F 1.9 1.8	M > F 1.7 1.6	M > F 1.8 1.8	M < F 1.8 1.8	M < F 1.8 1.8
Age	10 > 14 1.8 1.8				SES	UL > UM 1.8 1.8			
Age x SES	10L < 10M 1.8 1.8	14L > 14M 1.8 1.7			SES x Sex	LM > LF 1.8 1.8	MM > MF 1.8 1.7		
Age x Sex					Sex	M > F 1.8 1.8			

FIGURE 5

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - SCALE III

Story Seven -- Initiation:

.207 Tukeys HSD = .176

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	2	8	6	7	9	1	4	3
Means:	2.7	2.8	2.7	2.7	2.7	2.6	2.8	2.8	2.8
Country x Age	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 < 14
	2.6 2.9	2.8 2.8	2.7 2.7	2.7 2.7	2.8 2.6	2.7 2.5	2.8 2.8	2.7 2.8	2.8 2.8
Country x SES	L < M	L < M	L > M	L > M	L > M	L > M	L < M	L > M	L > M
	2.7 2.8	2.8 2.8	2.7 2.6	2.8 2.6	2.7 2.7	2.6 2.5	2.8 2.8	2.8 2.7	2.8 2.8
Country x Sex	M > F	M > F	M > F	M > F	M > F	M > F	M < F	M < F	M < F
	2.8 2.7	2.8 2.7	2.7 2.7	2.8 2.7	2.8 2.6	2.7 2.5	2.8 2.8	2.7 2.8	2.8 2.8
Age					SES				
Age x SES	10L < 10M	14L > 14M			SES x Sex				
	2.7 2.8	2.8 2.7							
Age x Sex	10M > 10F	14M > 14F			Sex	M > F			
	2.8 2.7	2.7 2.7				2.8 2.7			

Story Seven -- Aid/Advice:

.208 Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	5	2	8	6	9	1	3	7
Means:	1.2	1.1	1.3	1.1	1.1	1.1	1.3	1.2	1.1
Country x Age	10 < 14	10 < 14	10 < 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14
	1.1 1.2	1.1 1.2	1.2 1.2	1.1 1.0	1.1 1.1	1.2 1.0	1.3 1.3	1.2 1.2	1.1 1.1
Country x SES	L < M	L < M	L > M	L > M	L < M	L > M	L < M	L < M	L < M
	1.1 1.3	1.1 1.2	1.3 1.2	1.1 1.1	1.1 1.1	1.1 1.1	1.3 1.3	1.2 1.2	1.1 1.1
Country x Sex	M > F	M > F	M > F	M > F	M > F	M > F	M > F	M > F	M > F
	1.2 1.1	1.2 1.1	1.3 1.2	1.1 1.0	1.2 1.0	1.1 1.0	1.4 1.2	1.2 1.2	1.2 1.0
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M > F			
						1.2 1.1			

Story Seven -- Solver:

.209 Tukeys HSD = .210

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	1	9	8	5	4	2	7	3
Means:	2.4	2.7	2.1	2.2	2.5	2.5	2.7	2.3	2.6
Country x Age	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14	10 < 14
	2.3 2.6	2.8 2.7	2.2 2.1	2.3 2.2	2.7 2.3	2.6 2.4	2.7 2.7	2.3 2.3	2.5 2.7
Country x SES	L < M	L < M	L > M	L > M	L > M	L > M	L > M	L < M	L > M
	2.3 2.6	2.7 2.7	2.3 2.0	2.3 2.1	2.6 2.4	2.6 2.5	2.7 2.7	2.2 2.4	2.6 2.6
Country x Sex	M > F	M > F	M > F	M > F	M > F	M > F	M > F	M < F	M > F
	2.6 2.3	2.8 2.7	2.3 2.0	2.4 2.1	2.6 2.4	2.7 2.4	2.8 2.7	2.3 2.3	2.7 2.5
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M > F			
						2.6 2.4			

Story Seven -- Implementation:

.210 Tukeys HSD = .186

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	2	4	3	8	5	9	1	6	7
Means:	2.6	2.2	2.2	1.9	2.1	1.8	2.8	2.1	2.1
Country x Age	10 < 14	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14
	2.5 2.8	2.2 2.2	2.3 2.2	1.9 1.8	2.2 2.0	1.9 1.7	2.8 2.8	2.1 2.0	1.9 2.2
Country x SES	L < M	L < M	L > M	L > M	L < M	L < M	L < M	L < M	L < M
	2.6 2.7	2.1 2.2	2.3 2.2	1.9 1.8	2.1 2.1	1.8 1.9	2.8 2.8	2.1 2.1	2.0 2.2
Country x Sex	M > F	M > F	M > F	M > F	M > F	M > F	M > F	M < F	M > F
	2.7 2.6	2.2 2.1	2.3 2.2	1.9 1.9	2.2 2.0	2.0 1.7	2.8 2.8	2.0 2.1	2.2 1.9
Age					SES				
Age x SES					SES x Sex				
Age x Sex					Sex	M > F			
						2.1 2.1			

INTERGROUP COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Story Seven -- Outcome:

211 Tukeys HSD = .139

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	1	7	3	9	6	2	4	8
Means:	2.7	2.8	2.7	2.7	2.6	2.7	2.7	2.7	2.6
Country x Age	10 < 14	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14
	2.6 2.8	2.8 2.8	2.7 2.6	2.7 2.7	2.6 2.5	2.7 2.7	2.8 2.6	2.7 2.7	2.6 2.6
Country x SES	L < M	L > M	L > M	L > M	L < M	L > M	L < M	L < M	L < M
	2.6 2.8	2.8 2.8	2.7 2.6	2.7 2.7	2.5 2.6	2.7 2.6	2.7 2.7	2.7 2.7	2.6 2.7
Country x Sex	M > F	M > F	M > F	M > F	M > F	M > F	M < F	M < F	M > F
	2.8 2.6	2.8 2.8	2.7 2.6	2.7 2.7	2.6 2.5	2.7 2.7	2.7 2.8	2.7 2.8	2.6 2.6
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M < 14F			Sex				
	2.7 2.7	2.6 2.7							

Story Seven -- Evaluation of Outcome:

212 Tukeys HSD = .124

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	1	2	8	6	7	4	3	9
Means:	2.5	2.7	2.6	2.3	2.5	2.4	2.6	2.6	2.2
Country x Age	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14	10 > 14	10 > 14	10 > 14
	2.5 2.6	2.7 2.6	2.7 2.6	2.4 2.3	2.5 2.4	2.3 2.5	2.7 2.5	2.7 2.6	2.3 2.1
Country x SES	L > M	L > M	L > M	L < M	L < M	L < M	L > M	L < M	L < M
	2.6 2.5	2.7 2.6	2.7 2.6	2.3 2.4	2.4 2.5	2.4 2.5	2.7 2.5	2.6 2.6	2.1 2.2
Country x Sex	M > F	M > F	M < F	M > F	M < F	M < F	M < F	M < F	M > F
	2.6 2.5	2.7 2.6	2.6 2.7	2.4 2.3	2.5 2.5	2.4 2.4	2.5 2.7	2.6 2.6	2.2 2.2
Age	10 > 14				SES				
	2.5 2.5								
Age x SES	10L < 10M	14L > 14M			SES x Sex				
	2.5 2.5	2.5 2.4							
Age x Sex	10M > 10F	14M < 14F			Sex				
	2.6 2.5	2.4 2.5							

Story Seven -- Coping Effectiveness:

213 Tukeys HSD = 1.011

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 < 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14
	23.1 24.7	24.3 24.2	19.4 19.1	21.5 21.3	21.0 19.8	22.6 22.1	24.9 24.3	24.0 23.8	10.8 11.1
Country x SES	L < M	L < M	L > M	L > M	L > M	L > M	L < M	L < M	L > M
	23.4 24.4	24.1 24.4	19.7 18.8	21.7 21.1	20.4 20.3	22.5 22.2	24.6 24.7	23.8 24.0	11.1 10.8
Country x Sex	M > F	M > F	M > F	M > F	M > F	M > F	M < F	M < F	M < F
	24.4 23.3	24.6 24.0	19.7 18.9	21.7 21.1	21.1 19.7	22.9 21.8	24.6 24.6	23.6 24.1	10.9 11.0
Age					SES				
Age x SES	10L < 10M	14L > 14M			SES x Sex				
	21.1 21.5	21.4 20.9							
Age x Sex	10M > 10F	14M > 14F			Sex	M > F			
	21.8 20.8	21.2 21.1				21.5 21.0			

Story Seven -- Response Length:

214 Tukeys HSD = 4.613

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	1	2	8	5	9	6	3	4
Means:	46.3	77.3	72.8	44.9	52.4	39.9	50.1	59.2	58.4
Country x Age	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14	10 < 14
	36.9 55.7	70.5 84.0	52.2 93.5	39.9 49.8	49.9 54.9	32.4 47.4	45.5 54.7	54.1 64.4	58.3 58.5
Country x SES	L > M	L < M	L < M	L < M	L < M	L < M	L < M	L < M	L < M
	47.3 45.3	74.9 79.6	68.6 77.1	43.9 45.8	49.9 54.9	39.6 40.3	47.6 52.6	59.1 59.4	53.7 63.1
Country x Sex	M < F	M < F	M < F	M < F	M < F	M < F	M < F	M < F	M < F
	40.1 52.5	72.0 82.6	65.1 80.5	41.7 48.1	45.7 59.1	38.0 41.8	47.3 52.9	54.7 63.8	55.5 61.3
Age	10 < 14				SES	UL < UM			
	48.8 62.5					53.8 57.6			
Age x SES	10L < 10M	14L < 14M			SES x Sex				
	48.0 49.7	59.7 85.4							
Age x Sex	10M < 10F	14M < 14F			Sex	M < F			
	45.2 52.9	56.5 68.6				51.1 60.3			

Story Seven -- Positive Affect Hero:

215 Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	3	6	4	5	1	8	2	9
Means:	.2	.2	.2	.2	.2	.3	.2	.3	.1
Country x Age	10 < 14 .2 .2	10 < 14 .2 .2	10 < 14 .1 .2	10 < 14 .2 .3	10 < 14 .2 .2	10 < 14 .3 .3	10 < 14 .2 .2	10 > 14 .3 .2	10 < 14 .1 .1
Country x SES	L > M .3 .1	L > M .2 .2	L > M .2 .2	L < M .2 .2	L > M .2 .2	L > M .3 .3	L < M .2 .2	L > M .3 .3	L < M .1 .1
Country x Sex	M < F .2 .2	M < F .2 .3	M < F .1 .3	M < F .1 .3	M < F .1 .3	M < F .2 .3	M < F .1 .2	M < F .3 .3	M > F .1 .1

Age: 10 < 14 .2 .2

SES

Age x SES

SES x Sex

Age x Sex

Sex: M < F .2 .3

Story Seven -- Negative Affect Hero:

216 Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	8	1	5	2	3	7	4	9
Means:	.2	.2	.4	.2	.4	.2	.2	.2	.1
Country x Age	10 > 14 .3 .1	10 < 14 .1 .2	10 < 14 .3 .5	10 < 14 .2 .2	10 < 14 .3 .5	10 < 14 .2 .2	10 < 14 .1 .3	10 < 14 .2 .3	10 < 14 .1 .1
Country x SES	L > M .2 .2	L > M .2 .2	L < M .4 .4	L < M .1 .3	L < M .4 .4	L > M .3 .2	L < M .2 .2	L < M .2 .2	L < M .1 .1
Country x Sex	M < F .1 .3	M < F .1 .3	M < F .3 .5	M < F .2 .3	M < F .3 .5	M < F .2 .3	M < F .2 .2	M < F .2 .2	M > F .1 .1

Age: 10 < 14 .2 .3

SES

Age x SES

SES x Sex

Age x Sex

Sex: M < F .2 .3

Story Seven Total Affect -- Hero and Others:

217 Tukeys HSD = .181

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	5	2	7	1	3	8	4	9
Means:	.5	.6	.7	.5	.7	.6	.4	.6	.3
Country x Age	10 > 14 .6 .4	10 < 14 .5 .6	10 < 14 .5 .9	10 < 14 .4 .6	10 < 14 .5 .9	10 < 14 .6 .6	10 < 14 .3 .5	10 < 14 .6 .6	10 < 14 .2 .3
Country x SES	L > M .6 .4	L > M .6 .5	L < M .7 .7	L < M .4 .6	L < M .7 .7	L > M .7 .5	L < M .4 .4	L < M .6 .6	L < M .2 .3
Country x Sex	M < F .3 .8	M < F .4 .7	M < F .5 .9	M < F .4 .6	M < F .5 .9	M < F .5 .7	M < F .3 .5	M < F .5 .6	M > F .3 .2

Age: 10 < 14 .5 .6

SES

Age x SES: 10L > 10M .5 .4; 14L < 14M .6 .6

SES x Sex

Age x Sex

Sex: M < F .4 .7

Story Seven -- Instrumentality:

218 Tukeys HSD = .164

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	7	6	5	3	4	9	8	2	1
Means:	1.2	1.4	1.5	1.8	1.5	.9	1.2	1.8	1.9
Country x Age	10 < 14 1.1 1.3	10 < 14 1.3 1.4	10 > 14 1.5 1.4	10 < 14 1.7 1.9	10 > 14 1.5 1.5	10 < 14 .9 .9	10 > 14 1.2 1.2	10 < 14 1.8 1.9	10 > 14 2.0 1.9
Country x SES	L < M 1.2 1.3	L < M 1.3 1.4	L < M 1.4 1.5	L > M 1.9 1.7	L > M 1.6 1.4	L < M .9 .9	L < M 1.1 1.2	L > M 1.8 1.8	L > M 1.9 1.9
Country x Sex	M > F 1.2 1.2	M > F 1.4 1.4	M < F 1.4 1.5	M > F 1.8 1.8	M > F 1.6 1.4	M > F 1.0 .9	M > F 1.2 1.1	M > F 1.8 1.8	M > F 1.9 1.9

Age

SES

Age x SES: 10L < 10M 1.4 1.5; 14L > 14M 1.6 1.4

SES x Sex

Age x Sex: 10M > 10F 1.5 1.4; 14M < 14F 1.5 1.5

Sex

FIGURE 5

INTERCOUNTRY COMPARISON - COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Mean -- Stance: *219* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	5	9	3	1	8	2	7	6	4
Means:	1.8	1.8	1.9	1.9	1.8	1.9	1.8	1.8	1.9
Country x Age	10 > 14 1.9 1.8	10 > 14 1.8 1.8	10 < 14 1.9 1.9	10 < 14 1.9 1.9	10 > 14 1.8 1.8	10 < 14 1.9 1.9	10 > 14 1.8 1.7	10 > 14 1.8 1.8	10 < 14 1.8 1.9
Country x SES	L > M 1.9 1.8	L > M 1.8 1.8	L < M 1.9 1.9	L > M 1.9 1.9	L < M 1.8 1.8	L > M 1.9 1.9	L > M 1.8 1.8	L > M 1.8 1.8	L > M 1.9 1.8
Country x Sex	M > F 1.8 1.8	M > F 1.8 1.7	M > F 1.9 1.9	M < F 1.9 1.9	M > F 1.8 1.8	M < F 1.9 1.9	M < F 1.8 1.8	M < F 1.8 1.8	M < F 1.9 1.9
Age	10 > 14 1.8 1.8				SES	UL > UM 1.8 1.8			
Age x SES	10L > 10M 1.8 1.8	14L >> 14M 1.8 1.8			SES x Sex				
Age x Sex					Sex				

Mean -- Engagement: *220* Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	9	7	8	2	4	6	5
Means:	1.8	1.6	1.5	1.6	1.5	1.7	1.6	1.6	1.6
Country x Age	10 > 14 1.9 1.8	10 > 14 1.7 1.6	10 > 14 1.6 1.4	10 > 14 1.6 1.5	10 < 14 1.5 1.6	10 > 14 1.7 1.6	10 > 14 1.7 1.6	10 > 14 1.6 1.6	10 < 14 1.6 1.7
Country x SES	L > M 1.9 1.8	L > M 1.7 1.6	L > M 1.6 1.4	L > M 1.6 1.5	L > M 1.6 1.5	L > M 1.7 1.7	L < M 1.6 1.7	L < M 1.6 1.6	L > M 1.7 1.6
Country x Sex	M > F 1.8 1.8	M > F 1.7 1.6	M > F 1.5 1.5	M > F 1.6 1.6	M > F 1.6 1.5	M < F 1.7 1.7	M < F 1.6 1.7	M > F 1.6 1.6	M < F 1.6 1.6
Age	10 > 14 1.7 1.6				SES	UL > UM 1.7 1.6			
Age x SES	10L > 10M 1.7 1.7	14L >> 14M 1.6 1.6			SES x Sex	LM < LF 1.6 1.7	MM > MF 1.6 1.6		
Age x Sex	10M > 10F 1.7 1.6	14M < 14F 1.6 1.6			Sex				

Mean -- Initiation: *221* Tukeys HSD = .088

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	9	4	7	2	5	8	6
Means:	2.7	2.5	2.4	2.5	2.4	2.6	2.5	2.4	2.5
Country x Age	10 > 14 2.8 2.7	10 > 14 2.5 2.5	10 > 14 2.4 2.4	10 > 14 2.5 2.5	10 < 14 2.4 2.5	10 > 14 2.6 2.5	10 > 14 2.5 2.4	10 > 14 2.4 2.4	10 < 14 2.4 2.5
Country x SES	L > M 2.8 2.7	L < M 2.5 2.5	L > M 2.4 2.3	L > M 2.5 2.5	L < M 2.4 2.4	L < M 2.6 2.6	L < M 2.4 2.5	L < M 2.4 2.4	L > M 2.5 2.4
Country x Sex	M > F 2.8 2.7	M > F 2.6 2.5	M < F 2.4 2.4	M > F 2.5 2.5	M > F 2.5 2.4	M > F 2.6 2.6	M < F 2.4 2.6	M > F 2.4 2.4	M < F 2.4 2.5
Age					SES	UL > UM 2.5 2.5			
Age x SES	10L < 10M 2.5 2.5	14L > 14M 2.5 2.5			SES x Sex				
Age x Sex	10M > 10F 2.5 2.5	14M < 14F 2.5 2.5			Sex				

Mean -- Aid/Advice: *222* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	5	8	7	6	2	4	9	3
Means:	1.5	1.4	1.3	1.3	1.4	1.5	1.4	1.3	1.4
Country x Age	10 < 14 1.5 1.5	10 > 14 1.4 1.4	10 > 14 1.3 1.3	10 > 14 1.4 1.3	10 < 14 1.3 1.4	10 > 14 1.5 1.4	10 > 14 1.4 1.4	10 > 14 1.3 1.2	10 < 14 1.4 1.5
Country x SES	L < M 1.5 1.5	L > M 1.4 1.4	L > M 1.3 1.3	L > M 1.3 1.3	L < M 1.4 1.4	L < M 1.4 1.5	L < M 1.4 1.4	L < M 1.3 1.3	L > M 1.4 1.4
Country x Sex	M > F 1.5 1.5	M > F 1.4 1.4	M > F 1.3 1.3	M > F 1.3 1.3	M > F 1.4 1.3	M > F 1.5 1.4	M < F 1.4 1.4	M > F 1.3 1.2	M < F 1.4 1.4
Age	10 > 14 1.4 1.4				SES				
Age x SES	10L < 10M 1.4 1.4	14L > 14M 1.4 1.4			SES x Sex	LM > LF 1.4 1.4	MM >> MF 1.4 1.3		
Age x Sex	10M > 10F 1.4 1.4	14M < 14F 1.4 1.4			Sex	M > F 1.4 1.4			

FIGURE 7

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Mean -- Solver: *223* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	9	7	4	2	6	8	5
Means:	2.4	2.2	2.7	1.9	2.1	2.4	1.9	1.7	2.1
Country x Age	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14
	2.5 2.4	2.3 2.2	1.8 1.6	1.9 1.8	2.2 2.1	2.4 2.3	1.9 1.9	1.7 1.7	2.0 2.1
Country x SES	L < M	L < M	L > M	L > M	L < M	L > M	L < M	L < M	L > M
	2.4 2.5	2.2 2.3	1.8 1.6	1.9 1.9	2.1 2.2	2.4 2.4	1.9 1.9	1.7 1.7	2.1 2.0
Country x Sex	M > F	M > F	M < F	M > F	M > F	M > F	M < F	M > F	M < F
	2.5 2.4	2.3 2.2	1.7 1.7	1.9 1.8	2.2 2.1	2.4 2.3	1.8 1.9	1.7 1.7	2.0 2.1
Age	10 > 14				SES				
	2.1 2.0								
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M < 14F			Sex	M > F			
	2.1 2.0	2.0 2.0				2.1 2.0			

Mean -- Implementation: *224* Tukeys HSD = .098

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	1	3	8	7	5	2	6	9	4
Means:	2.6	2.2	1.8	1.9	2.0	2.2	1.9	1.7	2.0
Country x Age	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 > 14	10 < 14
	2.6 2.5	2.2 2.1	1.9 1.8	1.9 1.9	2.0 2.0	2.3 2.2	2.0 1.9	1.8 1.7	2.0 2.0
Country x SES	L < M	L < M	L > M	L > M	L < M	L < M	L < M	L < M	L > M
	2.5 2.6	2.1 2.2	1.9 1.8	1.9 1.9	2.0 2.0	2.2 2.3	1.9 2.0	1.7 1.8	2.1 2.0
Country x Sex	M > F	M > F	M < F	M > F	M < F	M > F	M < F	M < F	M < F
	2.6 2.5	2.2 2.1	1.8 1.9	1.9 1.9	2.0 2.0	2.3 2.2	1.9 2.0	1.7 1.7	2.0 2.0
Age	10 > 14				SES				
	2.1 2.0								
Age x SES					SES x Sex				
Age x Sex	10M > 10F	14M < 14F			Sex				
	2.1 2.0	2.0 2.0							

Mean -- Outcome: *225* Tukeys HSD = .076

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	3	5	7	1	9	2	6	8	4
Means:	2.6	2.5	2.4	2.6	2.4	2.6	2.4	2.4	2.5
Country x Age	10 > 14	10 < 14	10 > 14	10 < 14	10 < 14	10 < 14	10 > 14	10 > 14	10 < 14
	2.6 2.5	2.4 2.5	2.4 2.4	2.6 2.6	2.3 2.4	2.5 2.6	2.5 2.4	2.4 2.3	2.5 2.5
Country x SES	L > M	L > M	L > M	L < M	L > M	L > M	L < M	L > M	L > M
	2.6 2.5	2.5 2.4	2.5 2.3	2.6 2.7	2.4 2.3	2.6 2.6	2.4 2.4	2.4 2.4	2.5 2.5
Country x Sex	M > F	M > F	M < F	M < F	M > F	M < F	M < F	M < F	M < F
	2.6 2.5	2.5 2.4	2.4 2.4	2.6 2.7	2.4 2.4	2.6 2.6	2.4 2.5	2.3 2.4	2.4 2.5
Age					SES	UL > UM			
						2.5 2.5			
Age x SES	10L > 10M	14L > 14M			SES x Sex				
	2.5 2.5	2.5 2.4							
Age x Sex	10M > 10F	14M < 14F			Sex				
	2.5 2.5	2.4 2.5							

Mean -- Evaluation of Outcome: *226* Tukeys HSD = .044

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	2	7	3	8	1	6	5	9
Means:	2.2	2.2	2.1	2.2	2.1	2.2	2.1	2.1	2.0
Country x Age	10 < 14	10 > 14	10 > 14	10 > 14	10 < 14	10 < 14	10 > 14	10 > 14	10 < 14
	2.1 2.2	2.2 2.2	2.1 2.1	2.2 2.2	2.1 2.1	2.2 2.3	2.2 2.1	2.2 2.1	2.0 2.0
Country x SES	L > M	L > M	L > M	L < M	L < M	L < M	L > M	L > M	L > M
	2.2 2.1	2.2 2.2	2.1 2.1	2.2 2.2	2.1 2.1	2.2 2.2	2.2 2.1	2.1 2.1	2.0 2.0
Country x Sex	M < F	M < F	M < F	M < F	M > F	M < F	M < F	M < F	M < F
	2.1 2.2	2.2 2.2	2.1 2.1	2.1 2.2	2.1 2.1	2.2 2.3	2.1 2.2	2.1 2.2	2.0 2.0
Age					SES				
Age x SES	10L < 10M	14L > 14M			SES x Sex				
	2.1 2.1	2.2 2.1							
Age x Sex	10M < 10F	14M < 14F			Sex	M < F			
	2.1 2.1	2.1 2.2				2.1 2.2			

INTERCOUNTRY COMPARISONS: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Mean -- Coping Effectiveness: *227* Tukeys HSD = .557

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:									
Means:									
Country x Age	10 > 14 23.3 23.1	10 > 14 22.0 21.9	10 > 14 17.7 17.0	10 > 14 20.1 20.0	10 < 14 19.0 19.4	10 > 14 22.4 22.3	10 > 14 21.5 20.6	10 > 14 21.0 20.3	10 < 14 9.9 10.2
Country x SES	L > M 23.4 23.0	L > M 21.9 21.9	L > M 17.7 17.0	L > M 20.2 20.0	L > M 19.2 19.2	L < M 22.3 22.4	L < M 20.9 21.3	L < M 20.6 20.7	L > M 10.2 9.9
Country x Sex	M > F 23.3 23.0	M > F 22.3 21.6	M < F 17.3 17.4	M > F 20.1 20.1	M > F 19.4 19.0	M > F 22.4 22.4	M < F 20.5 21.6	M < F 20.6 20.7	M < F 10.0 10.2
Age	10 > 14 19.7 19.4				SES				
Age x SES	10L < 10M 19.6 19.7	14L > 14M 19.6 19.3			SES x Sex				
Age x Sex	10M > 10F 19.9 19.4	14M < 14F 19.2 19.6			Sex				

Mean -- Response Length: *228* Tukeys HSD = 3.500

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	8	2	1	7	5	9	6	3	4
Means:	52.5	75.5	76.4	54.5	58.1	45.2	55.6	62.8	58.2
Country x Age	10 < 14 41.6 63.3	10 < 14 70.7 80.3	10 < 14 56.9 95.9	10 < 14 48.1 60.8	10 < 14 54.9 61.4	10 < 14 37.8 52.6	10 < 14 50.6 60.6	10 < 14 56.3 69.3	10 < 14 57.0 59.3
Country x SES	L > M 53.0 52.0	L < M 71.3 79.6	L < M 71.8 81.1	L < M 52.8 56.2	L < M 54.5 61.7	L < M 44.0 46.3	L < M 52.3 58.9	L > M 63.6 62.0	L < M 53.6 62.8
Country x Sex	M < F 46.6 58.3	M < F 73.5 77.4	M < F 68.7 84.2	M < F 50.7 58.3	M < F 51.6 64.6	M < F 42.2 48.1	M < F 51.8 59.4	M < F 58.0 67.6	M < F 54.5 61.9
Age	10 < 14 52.7 67.1				SES	UL < UM 57.4 62.3			
Age x SES	10L < 10M 51.2 54.1	14L < 14M 63.6 70.5			SES x Sex				
Age x Sex	10M < 10F 49.2 56.1	14M < 14F 61.3 72.8			Sex	M < F 55.3 64.4			

Mean -- Positive Affect Hero: *229* Tukeys HSD = .000

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	5	7	1	2	4	9	3	8
Means:	.2	.2	.1	.2	.2	.2	.1	.2	.1
Country x Age	10 > 14 .2 .1	10 > 14 .2 .1	10 < 14 .1 .2	10 < 14 .2 .2	10 < 14 .2 .2	10 < 14 .1 .2	10 = 14 .1 .1	10 > 14 .2 .2	10 > 14 .1 .1
Country x SES	L > M .2 .1	L > M .2 .1	L > M .2 .1	L < M .2 .2	L < M .2 .2	L > M .2 .1	L < M .1 .1	L < M .2 .2	L < M .1 .1
Country x Sex	M < F .2 .2	M < F .1 .2	M < F .1 .2	M < F .2 .2	M < F .2 .2	M < F .1 .2	M < F .1 .1	M < F .1 .2	M < F .1 .1
Age					SES				
Age x SES					SES x Sex				
Age x Sex	10M < 10F .1 .2	14M < 14F .1 .2			Sex	M < F .1 .2			

Mean -- Negative Affect Hero: *230* Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	6	2	3	1	9	5	7	8
Means:	.4	.4	.4	.4	.5	.3	.4	.4	.3
Country x Age	10 < 14 .4 .4	10 < 14 .3 .4	10 < 14 .3 .6	10 < 14 .4 .5	10 < 14 .4 .6	10 < 14 .3 .3	10 < 14 .3 .5	10 < 14 .3 .4	10 > 14 .3 .3
Country x SES	L > M .4 .4	L < M .4 .4	L < M .4 .5	L < M .4 .5	L < M .5 .5	L > M .3 .3	L < M .4 .4	L < M .3 .4	L < M .3 .4
Country x Sex	M < F .4 .5	M < F .3 .4	M < F .4 .5	M < F .3 .3	M < F .4 .6	M < F .3 .3	M > F .4 .4	M < F .3 .4	M > F .3 .3
Age	10 < 14 .3 .4				SES	UL < UM .4 .4			
Age x SES					SES x Sex				
Age x Sex					Sex	M < F .4 .4			

FIGURE 1

INTERCOUNTRY COMPARISON: COUNTRY, AGE, CLASS, AND SEX DIFFERENCES - STAGE III

Mean Total Affect -- Boys and Others: *231* Tukeys HSD = .107

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	4	6	3	2	1	8	7	5	9
Means:	.8	.8	.9	.9	.9	.6	.7	.8	.6
Country x Age	10 < 14 .8 .8	10 < 14 .8 .8	10 < 14 .7 1.1	10 < 14 .8 1.0	10 < 14 .8 1.0	10 < 14 .6 .6	10 < 14 .6 .8	10 < 14 .7 .9	10 > 14 .6 .5
Country x SES	L > M .9 .7	L > M .8 .8	L < M .8 .9	L < M .8 1.0	L < M .9 .9	L > M .6 .6	L < M .7 .7	L < M .8 .8	L < M .5 .7
Country x Sex	M < F .7 .9	M < F .7 .9	M < F .7 1.0	M < F .8 1.0	M < F .8 1.0	M < F .5 .6	M < F .7 .7	M < F .7 .9	M < F .5 .6
Age	10 < 14 .7 .8				SES	UL < UM .7 .8			
Age x SES					SES x Sex	LM < LF .7 .8	MM < MF .7 .9		
Age x Sex	10M < 10F .6 .8	14M < 14F .7 .9			Sex	M < F .7 .9			

Mean -- Instrumentality: *232* Tukeys HSD = .062

Country:	Brazil	Mexico	England	Germany	Italy	Yugoslavia	Chicago	Austin	Japan
Ranks:	6	4	7	2	4	9	8	1	3
Means:	1.1	1.2	1.1	1.3	1.1	1.0	1.1	1.4	1.3
Country x Age	10 < 14 1.1 1.1	10 > 14 1.2 1.2	10 < 14 1.1 1.1	10 < 14 1.3 1.4	10 < 14 1.1 1.1	10 < 14 1.0 1.0	10 > 14 1.1 1.0	10 < 14 1.4 1.4	10 < 14 1.3 1.3
Country x SES	L > M 1.1 1.1	L < M 1.1 1.2	L > M 1.1 1.1	L > M 1.3 1.3	L = M 1.1 1.1	L < M 1.0 1.0	L < M 1.0 1.1	L < M 1.4 1.4	L > M 1.3 1.3
Country x Sex	M > F 1.1 1.1	M > F 1.2 1.1	M < F 1.1 1.1	M > F 1.3 1.3	M > F 1.2 1.1	M > F 1.0 1.0	M < F 1.0 1.1	M < F 1.4 1.4	M < F 1.3 1.3
Age					SES				
Age x SES	10L < 10M 1.1 1.2	14L > 14M 1.2 1.2			SES x Sex				
Age x Sex	10M > 10F 1.2 1.1	14M < 14F 1.2 1.2			Sex				